DOCUMENT RESUME

ED 145 207 08 CE 013 043

AUTHOR McKinley, Cindy
TITLE The Original American Early Morning Primer. A How-To-Do-It Guide for Implementing Career Education in Rural Schools.
INSTITUTION Cashmere Consolidated School District, Wash.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE [77]
NOTE 112p.; Photographs will not reproduce well

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Administrator Role; *Career Awareness; *Career Education; *Career Exploration; Curriculum Development; Elementary Secondary Education; Guidance Personnel; Guidelines; Media Specialists; Parent Participation; Parent School Relationship; *Program Development; Program Evaluation; Program Guides; Program Improvement; Public Relations; *Rural Schools; School Community Relationship; Staff Role

ABSTRACT

Intended to serve primarily as a guideline, this manual presents an example of how one rural school system restructured its curriculum to integrate career education into the program. Based on flexibility and adaptation, it presents six areas for consideration: (1) the eight elements of career education; (2) the advantages and disadvantages of career education in rural schools; (3) creating career education curriculum; (4) total staff involvement, with emphasis on the roles of instructional media specialists, guidance personnel, and administrators; (5) public relations: involving community and parents; and (6) evaluating the program. An index is provided and a bibliography is appended. (BL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED145207

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The Original American Early Morning Primer

A How-To-Do-It Guide for Implementing Career Education in Rural Schools

Career Education Project
Cashmere School District
Cashmere, Washington 98815

CE 013 043

THE ORIGINAL AMERICAN EARLY MORNING PRIMER
or
A How-To-Do-It Guide for Implementing Career Education in Rural Schools

Developed by
Cashmere Career Education Project
Cashmere, Washington
Bernie Griffith, project director

Produced by
Kerry Lease & Associates
Wenatchee, Washington

Written by Cindy McKinley
Illustrations and graphic design by Gaylen Blackford

Special contributions to this book made by:
Cashmere School District administrators and staff
Dorothy Johnson, Career Education Project
Con Lautensleger, photographer
Barbara Tussey, proofreader
Education Properties, Inc. Irvine, California, who gave their permission to reproduce the goal statements in chapter 1.
The Washington State Department of Public Instruction, Office of Career Education
Educators across the country whose materials and ideas added so much to the final product.

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, the points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

THE ORIGINAL AMERICAN EARLY MORNING PRIMER
or
A How-To-Do-It Guide for Implementing Career Education in Rural Schools

CONTENTS

Introduction 1

Chapter 1—What is Career Education ? 2
The eight elements: goal statements and examples of use.

Chapter 2—Career Education In Rural Settings.. 12
The advantages. The disadvantages.

Chapter 3—Creating Career Education Curriculum. 16
The Cashmere approach. Teacher orientation and involvement. Planning career education training sessions. Designing workshop content. Tips for writing curriculum. Sample curriculum format.

Chapter 4—The Total School System Involvement..... 30
The role of the instructional media specialist. The role of guidance personnel. The administrator's role.

Chapter 5—Involving The Community..... 34
Forming advisory groups. Utilizing community resources. Involving parents. Public relations.

Chapter 6—Evaluating The Program 43

Introduction

THE ORIGINAL AMERICAN EARLY MORNING PRIMER was written using the Cashmere School District in Washington State as a model . . . an example of how one school system restructured their curriculum to integrate career education concepts. The program in Cashmere has been tremendously successful. It has earned the Cashmere School District nationwide recognition, as well as this opportunity to share with you their experiences, and the experiences of many rural districts who have developed exemplary career education programs. Of course, this publication doesn't claim to represent all rural career education efforts. Neither does it pretend to be a totally comprehensive manual. It is intended to serve primarily as a guideline. Hopefully, rural educators will be able to take the methods and procedures described and relate them to their particular situation. This is the primary goal of THE ORIGINAL AMERICAN EARLY MORNING PRIMER: to provide you with a practical guide to implementing successful career education programs. Intended for use in rural school districts all across the county, this publication is designed to apply to a vast array of situations, answer a broad assortment of questions, and speak to all levels of experience. Quite simply, in order to meet the varied needs of the intended audience the primary feature of THE ORIGINAL AMERICAN EARLY MORNING PRIMER is *flexibility*. The format is based on the premise that no two people will approach this book from the same point of view.

You may have just a minute or two to spare. Great. Flip through the book and stop at any boxed item which looks interesting. These self-contained articles, which are generally related in some way to the body of the text, might help you pick up some useful ideas.

You may not know much about the career education concept. That's fine. THE ORIGINAL AMERICAN EARLY MORNING PRIMER is written to be used by the school district which has just been introduced to the career education concept, as well as by the district which has already developed a program.

Perhaps you need some information on a specific area. No problem. THE ORIGINAL AMERICAN EARLY MORNING PRIMER is completely indexed. And to make the book more useful, a comprehensive bibliography has also been incorporated. This bibliography is scattered throughout the book. So, as you read along you can refer to the bibliography (located in the far left hand column) for listings of additional materials which may be helpful. (Please remember that inclusion of commerical resources is not intended as an endorsement of the product. The special bibliographic sections are merely suggestions for further reference).

Maybe you have all the time in the world, and want to explore how career education concepts can be translated into a valuable program in a rural school district. Fantastic. Sit right down and read THE ORIGINAL AMERICAN EARLY MORNING PRIMER cover to cover.

THE ORIGINAL AMERICAN EARLY MORNING PRIMER: designed to satisfy a diverse range of needs. Hopefully, it will be a useful tool for you and your school district.

AN INTRODUCTION TO CAREER EDUCATION
Policy paper of the U.S. Office of Education
Kenneth B. Hoyt, Director

CAREER EDUCATION
A Proposal for Reform
Sidney P. Marland, Jr.
McGraw Hill Book Company

CAREER EDUCATION AND THE ELEMENTARY SCHOOL TEACHER
Kenneth Hoyt, Nancy Pinson, Darryl Larmaore and Garth Mangum
Olympus Publishing Company
Salt Lake City, Utah

CAREER EDUCATION WHAT IT IS AND WHY WE NEED IT FROM LEADERS OF INDUSTRY, EDUCATION, LABOR AND THE PROFESSIONS
Chamber of Commerce of the United States
Washington, D.C.

THE EFFICACY OF CAREER EDUCATION
Elves Arterbury, John Collie, Dave Jones and Jayne Morrell
National Advisory Council for Career Education
Washington, D.C.

CAREER EDUCATION IN THE PUBLIC SCHOOLS
1974-75, A National Survey
U.S. Department of Health, Education, and Welfare
Office of Education Washington, D.C. 20202

CAREER EDUCATION & THE MEANINGS OF WORK
Donald E. Super
U.S. Department of Health, Education, and Welfare
Office of Education
Washington, D.C. 20202

CAREER EDUCATION
WHAT IT IS AND HOW TO DO IT
Kenneth Hoyt, Rupert Evans, Edward Mackin, Garth Mangum
Olympus Publishing Company
Salt Lake City, Utah

CAREER EDUCATION AND VOCATIONAL EDUCATION: SIMILARITIES AND CONTRASTS
Rupert N. Evans
U.S. Department of Health, Education, and Welfare
Office of Education
Washington, D.C. 20202

CAREER EDUCATION: CONTRIBUTONS TO AN EVOLVING CONCEPT
A Collection of papers by Kenneth B. Hoyt
Olympus Publishing Comapny
Salt Lake City, Utah

CAREER EDUCATION: THE USOE PERSPECTIVE
Terrel H. Bell and Kenneth B. Hoyt
Center For Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Appreciations and Attitudes

The intent of this element is for students to develop appropriate feelings toward themselves and others.

To communicate this concept, first grade teachers formulated a unit devoted to examining how important the custodians are to the operation of the school. The students watched the janitorial staff as they worked, and then built cleaning kits to help them with their job. In this way they learned to appreciate the dignity of work and workers.

In another unit, 2nd grade students prepared a typical "Holland Breakfast." One of the goals of this project was to help students develop an appreciation of cultures other than their own. As well as learning about other life-styles, they experienced the tasks required in cooking and serving a meal.

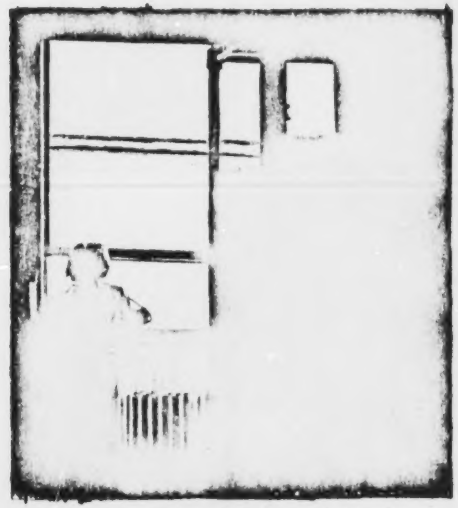
Appreciations and Attitudes: The element appreciations and attitudes was included as a means of focusing attention on the affective component of career education. Through career education and its supporting systems, students should develop an internalized value system which includes a valuing of their career roles and the roles assumed by others. These appreciations and positive attitudes toward their career roles and the roles of others in the society should lead to active and satisfying participation as a productive citizen and thus provide for both self-fulfullment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which motivates students toward becoming self-actualized, self-fulfulling members of the world of work with appreciations for their own roles and the roles of others.

GOAL STATEMENTS

K	Understand the importance of each individual in the function of the home unit.
1	Learn to appreciate all individuals in the school setting.
2	Be aware of the importance of getting along with other people.
3	Realize the contributions of community members to the student and others.
4	Be aware of the wage earner's job and how it affects the home unit.
5	Analyze working roles as to advantages and disadvantages.
6	Understand the relationship between occupations and their growth and development.
7	Appreciate all forms of human endeavor and work.
8	Understand the impact of work in one's life and resulting need to make a meaningful career choice.
9	Relate attitudes and awareness to specific or related job clusters.
10	Understand the importance of all careers and their contribution to society.
11	Make a commitment to the selection of a career based on individual attitudes, values and education.
12	Understand the tasks required within chosen job cluster(s) and develop the specific skills needed.

Chapter 1

What is Career Education?



You are probably familiar with the "Oh-no-I'm-graduating-soon-what-am-I-going-to-do-now" panic many high school students experience as their senior year approaches. This is a very real fear for these students. They are faced with making crucial decisions about their lives, and they are often inadequately prepared. What can be done to help them? Many educators feel career education is one answer.

Career education represents a solution to the many problems facing education in America: large numbers of students dropping out, and dropping out earlier; high school graduates deficient in basic academic skills, or not prepared for the simplest of jobs; college students changing their majors each time a new career choice is placed in front of them; and young people everywhere, consistently disillusioned with what they view as an irrelevant education. These are serious problems, and they are just as apparent in rural districts as they are in urban areas. Career education, recognized since 1971 as a response to the call for basic educational reform, is one way to approach solving these problems; one way to help the many young people across the country who are wondering and worrying because they simply don't know what to do with their lives.

Exactly what is career education? There are many misconceptions about what the concept means. Perhaps the easiest way to clarify the definition is to examine what career education *doesn't* mean. First of all, career education isn't Vocational Education. Although both are concerned with the world of work, the terms are not synonymous. Career education is a kindergarten through graduation program designed for all students. Vocational Education, on the other hand, is job entry training intended for a certain percentage of students. Secondly, career education doesn't have to be an added class. It can involve working with existing classes, and infusing the basic concepts into the present curriculum. Finally, career education is often defined as exposing student to the various occupational opportunities available to them. It's more than that. Although career awareness is an important component of the career education idea, it is essential to remember that it is only one part of the complete conceptualization. As one Cashmere School District teacher said, "I think when most teachers start out they think of career education as being strictly career awareness; what are the available jobs. But, when you think about the different areas we cover, it's really much more. You're not just preparing students for specific jobs; you're preparing them to be functioning people, and satisfied people in life."

So, career education *isn't* a lot of things: it isn't Vocational Education, it isn't an added program, and it isn't just telling students about various careers. It *is* just an approach to education: one way to teach students the many skills they'll need to find satisfying roles in life. It's not a rigid formula. It's simply a concept, and there are many different methods which can be used to translate the basic principles into a specific program.

Eight Elements

The approach in Cashmere utilizes the eight elements of career education: appreciations and attitudes, self-awareness, decision making, educational awareness, career awareness, economic awareness, beginning competency, and employability skills.

It also emphasizes infusion. Infusion is favored because it's practical. It means you can restructure your present curriculum in order to incorporate career education ideas. Rather than isolating career education by making it a special class, it can become part of what you're already doing. Integrating career education concepts can revitalize your current curriculum. That's the special advantage of infusion: it helps make regular instruction more relevant and more fun.

The following discussion of the eight elements includes examples of how infusion can create exciting curriculum units. It also includes a formal definition of each element and goal statement charts. These charts, developed by Education Properties, Inc., are intended to serve as guides for planning purposes, not as rigid expectations for every child.

A study conducted by the University of Texas found that only 49% of the 18-29 age group have the skills and knowledge needed to function effectively in the day-to-day struggle to earn a living and maintain a home and family. In contrast, for the 30-39 age group this rose to 60%, some 11% higher than the younger group. A few of the startling statistics reported were:

- More than 23 million adults throughout the U.S. are functionally illiterate.
- 13% could not address an envelope properly for mailing.
- 49% did not know that each state has two senators.
- 14% were unable to fill out a bank check correctly.
- 28% could not figure out the amount of change due them by subtracting the cost of a purchase from $20!

Self – Awareness

The self-awareness element of career education is aimed at helping students through the self-assessment and self-evaluation process which leads to the formulation of a self-identity. Classroom activities designed to promote this element can help students become aware of their individual interests, abilities, and values . . . can help them discover who they are and what they want out of life.

One popular classroom activity designed to increase self-awareness involves asking students to construct images of how they see themselves.

GOAL STATEMENTS

K	Understand the rights and responsibilities of the individual at home and school.
1	Know the importance of "self" as an individual and as a worthy member of groups.
2	Be aware of the capabilities and limitations of individuals.
3	Recognize attitudes toward learning tools and their value in achieving individual goals.
4	Relate the mastery of educational skills to individual success.
5	Be aware of the individual's rights and responsibilities as a worker.
6	Select career clusters as related to individual strengths and weaknesses.
7	Choose career clusters as related to interests and abilities.
8	Develop self-preception of abilities and interests as related to actual career requirements.
9	Build reality awareness perception of "where I am compared to where I want to be."
10	Relate personal values and influence of other's values on career choice.
11	Modify and/or accept differences between the individual's personal values and the influence of others on career choices.
12	Develop self-confidence in anticipated career choice.

In another unit, a high school teacher asked his students to write papers based on the theme: "What Will I Be Doing Ten Years From Today?"

THE FUTURE

I will be employed at the helicopter port as a pilot and part time mechanic. My jobs will range from spraying an orchard to flying someone into the high lakes.

Flying a helicopter is something I've always wanted to do. It seems to be an exciting and interesting job.

In ninth grade we had to do career education reports on jobs which we were interested in I chose to study on helicopter pilots.

The salary of a pilot is around forty to sixty thousand dollars a year. The vacations last three weeks, and are all paid for.

In a similar activity, 2nd grade students kept "Being Me" journals. The journals were not graded. In most cases, they were not even read by the instructor. They were private writings in which the students expressed their feelings about school, family, and friends.

Self-Awareness: Students entering school have some knowledge and attitudes about themselves: what kind of people they are, and what they hope to become. This can be titled self-awareness. Through career education, and the students' home and community experiences, the student will become involved in a planned sequential process of self-assessment and self-evaluation which results in self-identity. As students realize who they are and what they are like, they will develop a reasonably consistent internalized value system.

The prime criticisms of American education that career education seeks to correct include the following:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.
2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.
3. American education, as currently structured best meets the educational needs of that minority of persons who will someday become college graduates. It fails to place equal emphasis on meeting the educational needs of that vast majority of students who will never be college graduates.
4. American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, when worker qualifications are compared with job requirements, we find overeducated and undereducated workers are present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated worker have contributed to growing worker alienation in the total occupational society.
5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision making skills, or the work attitudes that are essential for making a successful transition from school to work.
6. The growing need for and presence of women in the work force has not been reflected adequately in either the educational or the career options typically pictured for girls enrolled in our educational system.
7. The growing needs for continuing and recurrent education of adults are not being met adequately by our current systems of public education.
8. Insufficient attention has been given to learning opportunities which exist outside the structure of formal education and are increasingly needed by both youth and adults in our society.
9. The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.
10. American education, as currently structured, does not adequately meet the needs of minority or economically disadvantageed persons in our society.
11. Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

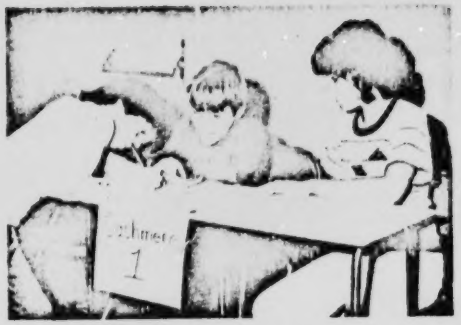
from AN INTRODUCTION TO CAREER EDUCATION: A Policy Paper of the U.S. Office of Education

Decision Making

To be able to make successful decisions about their lives, today's students must develop decision making skills. Young people need to understand the decision making process, be able to use information in determining alternatives, as well as learn to accept responsibility for the outcome of their decisions.

There are many classroom activities which can help students acquire these skills. For example, grade school students organized a

corporation, which forced them to make a multitude of decisions: what product should we manufacture? Who should be on the board of directors? If students aren't doing a good job should they be fired? What should be done with the profits? These were important decisions, requiring input from all the students involved in the project if it was to be a success.



In another unit aimed at improving decision making skills, junior high school students studied the process of electing public officials. They registered to vote, listened to candidates tell about what running for office is like, learned to use voting machines, and actually voted.

Decision Making: Entering students have some understanding of the decision making process and possess some decision making skills. If they are able to understand cause and effect relationships, they are ready to examine the decision making process. Through career education and supporting school and life experiences, students will develop increasing skills and experience in the rational processes of decision making, practice making decisions, and come to accept the responsibility for the outcome of their decisions. The career decisions which students make progress from the very tentative and flexible to those which are increasingly irreversible or reversible only at some cost of time, effort, or money. Students should reach decisions which represent a career's direction-setting by grade ten, or early enough to provide for the development of entry-level skill in a career plan prior to school exit. Career decisions are defined as a career's direction-setting, the product of a rational process, a plan for immediate, intermediate, and long-term career development.

GOAL STATEMENTS

K	Become aware of cause and effect in making decisions.
1	Be aware of the consequences of personal decision making.
2	Analyze alternatives to problems and be able to express them verbally and in written form.
3	Identify components of decision making process.
4	Realize the need for goals in life-style decisions.
5	Apply decision making process to school related problems.
6	Apply the decision making process to home and social related problems.
7	Weigh long and short range effects of different alternatives to specific problems.
8	Apply decision making process to study of careers.
9	Analyze and refine previous career decisions based on counseling, work experience and all available information.
10	Select a career cluster for in-depth analysis.
11	Choose a tentative career.
12	Be aware that career decisions are flexible at the expense of time, effort and money.

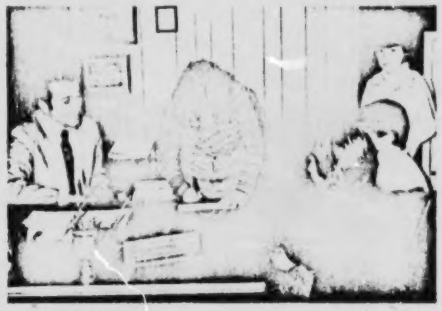
Economic Awareness

The intended outcome for this element is for students to understand the economic system: how it relates to them, to the community, and to society in general. Curriculum units which incorporate the economic awareness element are designed to teach students the skills they'll need to solve both personal and social economic problems. Students could, for example, borrow money from a local bank in order to buy a product which they could then prepare for market and sell. During the visit to the bank, students could be taught how to write checks and balance a checking account. The entire project would help them learn how to handle money, as well as learn how to accept the associated responsibilities.

Production, distribution, and consumption are important economic principles which could be demonstrated during a tour of a local industrial site or during classroom simulation of working in industry.

GOAL STATEMENTS

K	Identify within the home unit: What is available, needed, wanted, luxury
1	Be aware of the exchange of goods and services.
2	Understand the money exchange system vs. the barter system.
3	Understand our monetary system.
4	Understand the process of production and distribution of goods and services.
5	Be aware of the law of supply and demand.
6	Understand that specialization creates an interdependent society.
7	Develop the concept of management of finances (earning, spending, borrowing, savings.)
8	Understand economic potential as related to career clusters, i.e., relate cost of entering a field to future expected income.
9	Understand the tools of business: Read and interpret tables, graphs, and charts used as a consumer.
10	Relate legal and financial consideration to career clusters in general.
11	Understand the relationship of legal and financial considerations to a specific career cluster and personal and family matters.
12	Understand the financial and legal instruments that govern and protect the worker. Relate this to various roles assumed in the economy.



Economic Awareness: The child has observed and participated in the economic system to some extent prior to school entry. Building on this base of economic awareness, career education will facilitate the student's thorough exploration of the economic system both as it relates to career development and the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for the child or adult to read the economic environment and solve personal and social economic problems.

Career education programs are of a developmental nature. There are four basic phases associated with this developmental outlook. The four levels, in the order of their complexity, are:

1. CAREER AWARENESS: learning about self and the broad world of work.
2. CAREER ORIENTATION: orientation to occupational clusters and associated life styles.
3. CAREER EXPLORATION: in-depth occupational exploration and the associated development of cluster core skills and knowledges of an entry-level nature.
4. CAREER PREPARATION: preparation for an entry-level competency in one occupational cluster, and, for some, taking prerequisites for further education or preparation for career advancement.

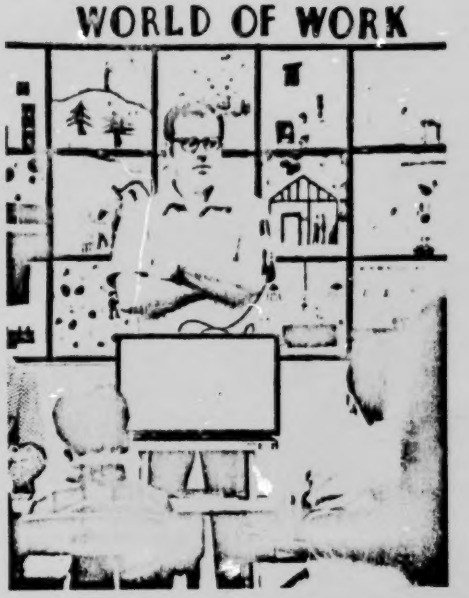
Educational Awareness

The goal of this element is for the student to see the relationship between school and the world of work. Many times, students without an awareness of this relationship fail to see what school is doing for them. It seems impractical and meaningless. Infusing the educational awareness element can help change this by making instruction more relevant, by showing disillusioned young people that the things they learn in school have application in other environments.

There are many ways to infuse this element: a construction engineer or a store clerk could be invited to class to discuss what they do, and while they talk could clearly demonstrate that the math

GOAL STATEMENTS

K	Be aware of roles in the home and similar roles in the school.
1	Understand the similarities and differences between home roles and school roles.
2	Relate basic skill development to life roles within the community.
3	Understand the similarities and differences between life roles and learned skills.
4	Be aware of individual strengths and weaknesses as related to peer groups.
5	Understand the relationships between the role of the individual, his environment and the roles of selected adults.
6	Understand the relationships between people and their effect on the accomplishment of tasks.
7	Identify and understand values as they relate to life-style.
8	Identify present life-style and conditions determining that style.
9	Determine a tentative personal schedule to acquire necessary and desired special skills.
10	Acquire special skills needed for predicted or desired life-style.
11	Assess and implement a personal plan to obtain the necessary or required special skills.
12	Plan the acquistion of the necessary skills remaining for a chosen life-style.



skills they learned in school are essential to the performance of their jobs.

High school students could be reminded of the practical value of their English skills by practicing filling out applications or writing resumes for jobs.

There are literally hundreds of ways to demonstrate the relationship between school and eventual life roles. Every occupation can be associated in some way with one of the major disciplines. While studying chemistry, a student could be made aware of the employment possibilities in industries as diverse as paper production, pharmacology, exterminating, fire fighting, and medicine. Art classes could be related to architecture, clothing design, landscaping, graphic art, or printing. Newspaper reporters, secretaries, translators, proof readers, and radio announcers all use what they learned in high school English. Physical education can be associated with various careers, such as camp counseling, physical rehabilitation, or professional athletics.

Infusion of the educational awareness element can help make students aware of the fact that their education will be useful to them in the future.

Educational Awareness: Entering students have some awareness of the relationship between education and training, whether formal or experience based, and the life roles assumed by themselves and others. From this basic educational awareness students will continue to develop and refine a thorough understanding of the part education and training play in relation to the real and now world and the changing world in which they will assume a more complete, productive participation. They will also come to recognize the need for specific education and training for specific career roles. Education identity combines an understanding of the relationship among education and training and life roles; the knowledge an individual develops as a participant in education and training, particulary in relation to learning style, pace capabilities, and capacities; and the ability to select and evaluate educational avenues for the development of career plans.

CAREER EDUCATION IN THE MIDDLE/JUNIOR HIGH SCHOOL
Rupert Evans, Kenneth B. Hoyt and Garth Mangum
Olympus Publishing Company
Salt Lake City, Utah

CAREER EDUCATION SURVIVAL MANUAL
A GUIDEBOOK FOR CAREER EDUCATORS AND THEIR FRIENDS
Larry McClure
Olympus Publishing Company
Salt Lake City, Utah

CAREER EDUCATION:
TEACHERS' RESPONSIBILITIES
L. Sunny Hansen
ERIC Clearinghouse
Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

THE EMERGING HISTORY OF
CAREER EDUCATION: A SUMMARY VIEW
By Edwin Herr, Prepared for the
National Advisory Council for Career Education
Washington, D.C.

Career Awareness

The purpose of the career awareness element is to help students acquire knowledge about various careers, generate attitudes towards different jobs, and eventually develop an interest in a particular career area. There are many different ways to achieve these goals. Students can increase their awareness of the 25,000 available career opportunities by visiting job sites, by listening to resource people talk about their work, by reading about different careers, by viewing films or film strips, or by becoming involved in actual on-the-job experiences.

A series of effective career awareness units which could be instigated at any level involves organizing panels of resource people who work in various career areas. Students listen to the panel members discuss their jobs, and ask them questions. Then, the class breaks up into small groups and each student is able to go with one of the resource people to learn more about their particular job. A wide variety of careers can be introduced in this fashion. For example, a panel representing the personal services field might include a tailor, an ambulance driver, a hair stylist, and a funeral director. A brick mason, a painter, a plumber, an architect, and an electrician could be asked to come to class to talk about construction oriented jobs. Panel members involved in the health services area might include a doctor, a physical therapist, an orderly, a pharmacist, and a nurse. So, in three panel situations students could be exposed to 15 different occupations.

Career Awareness: Students entering school possess some knowledge about, attitudes toward, and interests in some careers. They know something about career performances and associated life-styles, rewards, leisure time, working conditions, and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home, and community life, the students should be assisted in understanding the broad range of careers which are available as they serve them, the community, or society-at-large. They should also be assisted in learning what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. From this broad understanding, or career awareness, students should experience active career exploration and preparation which leads to career identity. Career identity is defined as the individual's selection of an appropriate role or roles within the world of work.

GOAL STATEMENTS

K	Know the jobs of home members and school personnel.
1	Relate home and school jobs to community functions.
2	Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.
3	Compare local jobs to jobs in general.
4	Group cluster jobs according to similarity of job performances.
5	Understand the impact of career clusters on life-styles.
6	Recognize abilities and skills required for various career clusters.
7	Understand the relationships between attitudes and values and career clusters.
8	Understand the relationships between interests and abilities and career clusters.
9	Based on understanding of interests, values and abilities, study career clusters. Survey courses in career clusters.
10	Explore the career clusters in depth based on interests, values and abilities. Gain planned work experience.
11	Identify necessary abilities required in selected career.
12	Reassess abilities, interests and attitudes according to selected career and life-style. Determine further requirements needed.

THE UTILIZATION OF NATURAL, SOCIAL, AND HUMAN COMMUNITY RESOURCES IN THE PROCESS OF STUDENT CAREER AWARENESS DEVELOPMENT
Resources In Education, Richard O. Peters, Ed.D.
ERIC, September 1976 ED 121991

THE EFFECTS OF CAREER EDUCATION PROGRAM DEVELOPMENT ON STUDENT CAREER AWARENESS AND WORLD OF WORK DECISION MAKING
Northwest Regional Education Laboratory
Portland, Oregon, September 1976

CAREER EDUCATION. THE ROLE OF VOCATIONAL EDUCATION
Jerry C. Olson
ERIC Clearinghouse
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

WORKING
Studs Terkel
Pantheon Books
A Division of Random House
New York

OCCUPATIONAL OUTLOOK HANDBOOK
United States Department of Labor
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C.

THE LIFE ROLE DEVELOPMENT MODEL
A Conceptual Model for Action Planning, Implementing, and Evaluating Comprehensive K-14 Career Guidance Programs and Services
Helen M. Davis
The Center for Vocational Education
The Ohio State University
Columbus, Ohio
Wisconsin Vocational Studies Center
The University of Wisconsin
Madison, Wisconsin

MATRIX OF BASIC LEARNER OUTCOMES FOR CAREER EDUCATION
Partners in Career Education
1201 N. Watson Rd.
Arlington, Texas 76011

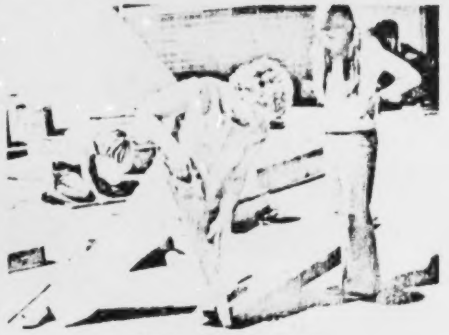
CAREER EDUCATION: A CURRICULUM DESIGN INSTRUCTIONAL OBJECTIVES CATALOG
American Institute for Research
Box 1113
Palo Alto, California 94302

Beginning Competency

This element relates to the student's ability to make tool and process applications. Activities which communicate this concept often focus on tools and how they relate to various careers. In a typical unit, students learn to handle the tools which carpenters use in the performance of their job, therefore developing an awareness of the skills which are a part of that occupation.

In another unit, high school students produce a creative writing magazine. In this case, words are one of the tools which the students learn to use.

Beginning Competency: Beginning competency is related to the student's ability to make tool and process applications. The entering student already possesses some beginning competence in applying tool and process applications. Tool applications are defined very broadly to include "all of the ways in which man extends his behavior" (Brunner, 1960). People extend their ideas over time and space by the use of written communication, the telephone, paintings, photography, and by building devices. They extend their senses by the use of microscopes and telescopes, their physical capability and capacity by the harnessing of energy and the using of tools. People engage in process applications by imitating sequences of individual or group activities or create new sequences of activities to accomplish tasks. Career education provides opportunities for the student to participate in tool and process applications in order to provide for employment skills. Additionally this development will feed into other elements of career education, such as career awareness, self-awareness, and economic awareness.



GOAL STATEMENTS

K	Identify different tools for different careers.
1	Be aware that school is a job that requires mastery of basic skills for success.
2	Understand the use of various communication tools and their effect on life-style and future career choice.
3	Understand the use of additional tools and their effect on life-style and future career choice.
4	Understand and master the use of tools for measurement and extension of energy in simple machines.
5	Participate in and understand the processes of mass production. Mastery of several measurement tools.
6	Understand tools and processes used in research. Simple machines combined to produce complex machinery.
7	Master the use of tools and processes used in research in the physical and social sciences. Understand use of tools in selected career clusters.
8	Use basic tools found in career clusters.
9	Match necessary skills and processes with selected career clusters.
10	Match individual abilities and interests with skills and processes needed in career clusters.
11	Develop skills basic to the chosen career cluster.
12	Master the skills basic to chosen career cluster and develop skills related to a specific job.

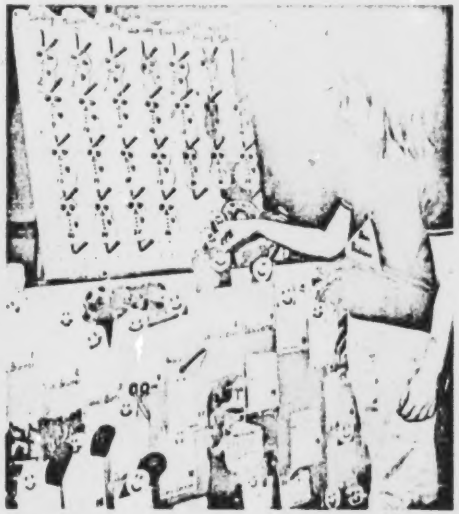
Employability Skills

The goal of this career education element is for the student to develop social and communication skills appropriate to career placement and adjustment. Students must learn to accept responsibility, cooperate with others, and establish good work habits. These skills can be developed at all grade levels and in a variety of ways. At the kindergarten level, for example, students participating in weekly chores, such as pushing in chairs, operating the lights, taking notes to the office, or emptying the trash, are learning to follow directions and accept responsibility. High school students in work-experience situations learn the same essential employability skills.

GOAL STATEMENTS

K	Understand the need to share and cooperate to complete tasks.
1	Acquire the ability to develop rules with others, accept direction and take responsibility.
2	Identify styles of interaction that contribute to individual and group goals.
3	Understand how to resolve personal conflict between individual and group goals.
4	Participate in active groups in order to develop individual and group goals.
5	Understand how to relate the school environment to society at large and the need for structure and order.
6	Identify the individual's role in society and its effect on increased personal satisfaction and improved group achievement and morale.
7	Understand the social and personal relationship and their effect on employment.
8	Relate personal and social interaction skills to career clusters.
9	Understand the skills necessary to acquire, maintain and progress in employment.
10	Develop personal and social inter-action skills related to in-depth study of one career cluster.
11	Develop employability skills necessary for the participated job; Plan alternatives for job placement.
12	Explore at least three alternatives for job placement through work experience.

Employability Skills: The element employability skills is concerned with locating and obtaining career placement both on an initial and an advanced basis. Employability skills also deal with developing group participation, other social-relation awarenesses and skills, and skills related to worker adjustment.



The eight elements of career education represent one interpretation of the career education concept. It is the approach used by the Cashmere School District, as well as by other districts across the country. It is, however, not the only way of translating the basic concepts into successful programs. Other approaches have been developed.

The University of Missouri has devised a model which translates the career education concept into four elements: self-awareness knowledge of work and leisure, career planning, and career preparation knowledge and skills.

In Texas, the basic outcomes to be achieved with students have been sorted into nine categories: career planning and decision making, career information, job acquisition and retention, attitudes and appreciation for career success, skills in human relationships for careers, self-investigation and evaluation of career success, personal/work/societal responsibilities, economic factors influencing career opportunity, and education/career opportunity relationships.

From the Southwestern Indiana schools comes a model which is aimed at helping students understand and cope with five general areas in our society: self, the society, technology, economic factors, and occupations. Within each of these areas specific behavioral objectives have been outlined.

A plan for implementing career education in Iowa revolves around just two basic concepts: the concept of self and the concept of the world of work. This model suggests that specific disciplines be responsible for the development of certain employability skills. Therefore, it would be the responsibility of the language arts program to develop the communicative skills, the mathematics program to develop the computational skills, the social science program to develop the social skills, and the science program to develop these supportive skills. Similarly, the physical education program would develop personal fitness skills, the fine arts program would cultivate appreciation skills, and the vocational program would nurture specific job skills leading to employability and the subsequent life-style chosen by the individual.

A conceptual framework developed in Pennsylvania anticipates students developing vocabulary, knowledge, attitudes, and skills as they relate to several areas: self, education, career decision making, economics, and leisure.

Obviously there are a wide variety of diverse models for implementing career education programs. School systems faced with producing a framework for their area should carefully analyze their particular situation as well as the various approaches, and either adopt a model which has already been constructed or modify and combine existing models to derive their own version. All of the approaches have merit . . . and they all have one big thing in common: they each recognize career education as a valuable concept, which, if successfully integrated into the curriculum, will help young people find meaningful and satisfying careers.

These then are the eight elements of career education, and some descriptions of how they can be incorporated into instruction. The examples outlined demonstrate a major feature of the eight element approach: it's practical. Appropriate at all grade levels and in all areas of instruction, the eight elements represent a simple method of creating a comprehensive career education program.

Not only is this approach sensible, it's flexible. The eight elements are adaptable components of the total career education concept. They are not overly precise, mutually exclusive ideas. They can be organized and rearranged and used in all sorts of combinations. Within a given unit, for example, several elements can overlap. The field trip to the bank, an activity described earlier in this chapter, illustrates this point. Originally discussed in relation to the economic awareness element (since students were shown how to write checks and balance a checkbook) the activity also utilized the educational awareness and career awareness elements. The educational awareness element was conveyed since students were shown how their math skills related to the world outside the educational environment. Having students visit the bank improved their career awareness because exposure to bank tellers and loan officers helped them develop an understanding of what their jobs are like. Therefore, this single activity was used as a tool to simultaneously communicate three career education elements.

Another flexible feature of the eight elements is the many ways in which they can become a part of your curriculum. For example, creating a career education unit does not necessarily mean organizing special activities or excursions. The concepts can be taught without leaving the classroom. More important, infusing the eight elements does not have to involve developing new curriculum. In many cases, all that is needed to transform existing instruction into career education curriculum is a slight change in emphasis. For instance, before career education was a prevalent philosophy, 2nd grade students in the Cashmere School District went on a field trip to the post office. They learned how the mail was processed and developed an understanding of the role the post office plays in the community. Thus, in many respects, the unit was already career education oriented. Additional emphasis increased that orientation. Now, when students visit the post office, they talk with the employees and learn about what their jobs entail, they practice the skills involved, and through these activities develop an appreciation for the services which the postal employees perform. In this way, an existing unit has been restructured to add a stronger career education emphasis.

That's what career education is all about. It doesn't seek to replace the present curriculum. It doesn't ask teachers to add to their already heavily laden work day. It merely seeks to enhance what most teachers have been doing all along: preparing their students to find meaningful and satisfying roles in life.

THE POOR SCHOLAR'S SOLILOQUY.

By Stephen M. Corey

No, I'm not very good in school. This is my second year in the 7th grade and I'm taller than the other kids. They like me alright, though, even if I don't say much in the school room, because outside I can tell them how to do a lot of things. They tag around me and that'sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless you can name the book it comes out of. I've got a lot of books in my own room at home — books like Popular Science, Popular Mechanics, Encyclopedias, and the Sear's and Ward's catalogs but I don't very often sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything second-hand I look it up in Sear's and Ward's first and tell her if she's getting stung or not. I can use the index in a hurry to find the things I want.

In school, though, we've got to learn whatever is in the books and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course, I knew some of them like Washington and Jefferson and Lincoln. I'm taking 7th grade over but our teacher this year is interested in the names of all the great inventors. The kids seem interested.

I guess I just can't remember names in history. Anyway, this year, I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horse power and number of forward and backward speeds of twenty-six American trucks, some of the diesels, and I can spot each make a long way off. It's funny how that diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what diesel engines had to do with our experiment on air pressure, so I just kept still. The kids seem interested though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tearing a big diesel truck down. Boy, does he know his stuff.

I'm not very good in geography either. They call it economic geography this year. We've been studying the import and exports of Chile all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state about two hundred miles and we brought ten tons of stock to the market.

He had told me where we were going and I had to figure out the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south or southwest or some other direction. He made seven stops and drove five hundred miles round trip. I'm figuring now what his oil cost and also the wear and tear on the truck—he calls it depreciation—so we'll know how much we made.

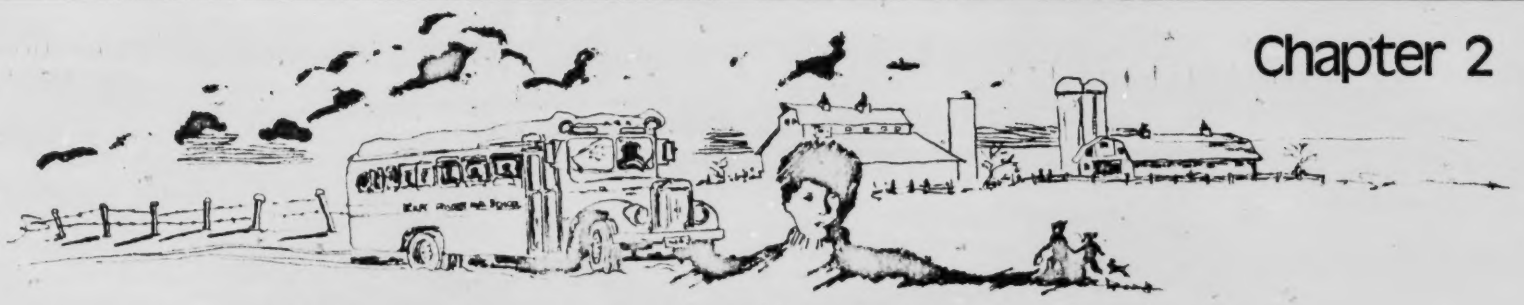
I even write out all the bills and send letters to the farmers about their pigs and beef cattle bought at the stockyards. I only made three mistakes in seventeen letters last time, my aunt said—all commas. She's been through high school and read them over. I wish I could write school themes that way. The last one I had to write was on, "What a daffodil thinks of Spring," and I just couldn't get going.

I don't do very well in school in arithmetic either. Seems I just can't keep my mind on the problems. We had on the other day like this: If a 67 foot telephone pole falls across a cement highway so that 17-1/16 feet extends from one side and 14-9/17 feet from the other, how wide is the highway? That seems to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Even in shop I didn't get very good grades. All of us kids made a broom holder and a bookend this term and mine are sloppy. I just couldn't get interested. Mom doesn't use a broom any more with her new vacuum cleaner and all our books are in a bookcase with glass in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer but the shop teacher said that meant using metal and wood both and I'd have to learn how to work with wood first. I didn't see why, but I kept still and made a tie rack at school and the tail gate after school in my uncle's garage. He said I saved him $10.

Civics is hards for me, too. I've been studying after school trying to learn the "Articles of Confederation," for almost a week because the teacher said we could't be good citizens unless we did. I really tried, because I do want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's machine shop to make a play-ground out of it for the little kids from the Methodist Home. I made the jungle gym from old pipes and the guys made me Gran Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm fifteen and I'm sort of anxious to because there are a lot of things to learn how to do and, as my uncle says, I'm not getting any younger.



Chapter 2

Career Education In Rural Settings

No two rural schools are the same. Each one is different . . . one of a kind. Yet they share many common characteristics. For the most part, rural schools are blessed with the same strengths, and plagued by the same weaknesses. These negative and positive attributes, which characterize the unique rural educational environment, are closely related to the development of a successful career education program. It is important, therefore, to understand the inherent advantages and disadvantages, the pros and cons of the rural educational setting.

The Advantages

As Kenneth B. Hoyt, Director of the Office of Career Education, stated: "Too many people have devoted too much time to identifying handicaps faced in the effective delivery of career education in rural communities . . . Far too little has been said about the natural advantages . . ." These advantages far outweigh the often cited disadvantages which discourage many rural teachers and administrators who are considering developing career education programs in their districts. These educators shouldn't be discouraged, because most rural schools (and the communities they serve) exhibit special strengths which will aid the implementation of such a program.

To begin, most rural areas are characterized by a feeling of *community* which is not often seen in urban settings. This feeling relates to the implementation of a career education program in several specific ways.

The school system is typically a more integral part of the total community in rural America than it is in cities. School buildings and school activities are often the focal point for community meetings and social activities. This tendency represents an important strength intrinsic to the rural school system, and relevant to the effective delivery of career education. When the school is generally viewed as a center for the community, essential outside support, involvement, and cooperation will be easier to secure. Organizing field trips, utilizing resource people, forming advisory groups . . . all of these components of a career education oriented curriculum require solid relationships between people involved in education and people in the community. These vital relationships will be relatively easy to establish and maintain within the cohesive environment commonly associated with rural communities.

Faculty members in rural communities are also likely to have an easier time establishing positive relationships among themselves. Teachers in rural schools are usually closer in both their professional and leisure time activities than those in urban areas. This means they have greater opportunity to exchange ideas. Therefore, one enthused teacher who has had success with a career education unit can easily spread that positive attitude.

The small size and basic nature of many rural communities also provides a greater chance for students to experience work as an integral part of home and family living. Furthermore, the concept of work as an important part of life-style is more visible in rural communities than in large urban settings.

The close knit feeling found within most rural communities is also a common feature found within most rural schools. For example, teachers, administrators, and school board members in rural districts enjoy a more familiar relationship with each other than do their urban counterparts. This positive relationship facilitates communication about (and often acceptance of) new educational approaches such as career education.

There are other significant features of rural schools which aid the development of career education programs.

Many rural schools are small schools which typically have organizational patterns conducive to the introduction of new ideas. Small schools often enjoy an informal atmosphere, as well as relative freedom from administrative bureauracy. These factors encourage innovative classroom management.

Small schools also tend to allow for more intimate student/teacher relationships than are possible in larger educational settings. This, of course, aids teachers in helping students make career decisions and develop the skills they'll need to find satisfying roles in life.

In summary, the small rural school system typically has an atmosphere which promotes implementation of new approaches: an atmosphere ideally suited for teachers who are excited about career education and would like to infuse the concepts into their instruction. There are many teachers in rural America who fit that description: teachers who are ready to take advantage of the many strengths of the rural educational environment. These progressive educators intend to combine their energy with the natural advantages of the rural setting in order to overcome the many problems which will be encountered as they develop career education programs in their districts.

Sample of School Board Statement of Support

To Whom It May Concern:

The Cashmere School Board heartily endorses any and all efforts Superintendent Richard D. Johnson, the Career Education Coordinators and all staff members pursue to develop course goals and student objectives based on career education concepts in our district.

We feel the success of the past programs in terms of meeting individual student needs was significant and any future endeavors will be most beneficial to all the students, the school district and our community.

We also feel that the cooperation and communication between the community, the home and the school such as will be undertaken by the project in the development of program goals for our district will serve the best interests of all.

Sincerely,

John MacPherson

John MacPherson
Board Chairman
Cashmere School Board

A UNIQUE RURAL ADVANTAGE . . . AND HOW TO USE IT

By George Lulos Jr.,
Glassboro State College,
Glassboro, New Jersey

There are many differences between urban and rural school districts. One obvious difference, relevant to the development of a career education program, is the types of jobs represented in urban and rural communities. One way to describe this difference is to say that urban areas have human and social services jobs, as well as industrial and business jobs aplenty, but they are usually noticeably deficient in jobs involving natural resources.

The reverse is true of rural communities. Business jobs are restricted in number, type, and in level. The total number and range of opportunities for graduating high school students is correspondingly limited. Where there is industry in rural communities, it is usually a single industry which is located there because of some economic or geographic factor, and it is often an industry on which the entire community depends. Rural areas, however, are rich in environmental resources. This availability of the environment as a resource implies at least one convenient focus for career education programs in rural areas.

Planners of career education programs in rural areas can capitalize on the nature of those areas by expanding the idea of "community resources" to include the natural environment. Typically in career education programs, "community resources" are interpreted as people in specific occupations or specific types of man-made work places. The physical environment, however, is just as much a part of the community, and can certainly be considered a resource.

Here are some ways in which the natural environment might be used as a community resource in career education programs. Undoubtedly, based on your own experiences and on the specific nature of your rural community, you can add your own ideas to this list. Hopefully, these examples will suggest approaches which could be taken.

1. *Using the Environment as a Learning Laboratory.* Choose a specific way in which the land is used, perhaps the way it is used in your community. Some possibilities include agriculture, forestry, mining, or recreation. Investigate the careers associated with this particular use of the land. The investigation might involve guest speakers, field trips, independent study, class reports, or even role playing.

One junior high school science teacher in the Vineland Public Schools developed and implemented a curriculum unit called "Plot Study." This unit involved students role playing a scientific team which studied the ecological system of a specific plot of ground. Students in the class learned a lot of botany, zoology, physical science, math, and even English (especially vocabulary). In the process, they learned about a whole set of careers, and began developing an important employability skill: teamwork.

An activity like this could be infused into curriculum areas other than science. Math classes, for example, might study various types of measurement concepts by determining the age of trees, estimating animal populations, drawing maps, or figuring out yield per acre and unit costs associated with yields: important calculations for mining, forestry, and farming industries. Social studies classes could discuss the social and economic contributions of the particular use of land under study, and the trade-off values of using the land for economic production as opposed to conservation. They might also discuss the various government agencies charged with regulating the use of natural resources, such as the Environmental Protection Agency, the Army Corps of Engineers, or local zoning boards.

2. *Ecology Careers.* No matter what use of the environment is discussed some types of ecology or ecology-related careers will be involved at some point. Students might investigate the similarities and differences among ecology positions and job possibilities associated with each of two or more uses of the environment. The most prevalent local use of land might be the focus of such a "compare and contrast" assignment. For example, students in mountainous areas might compare and contrast the ecological considerations and careers of mining vs. forestry. One class activity might be the arrangement of an interview with a local governmental official, or perhaps an industrial representative, whose responsibilities include ecological considerations.

3. *The Role of the Land in American History.* History classes might study the importance and the changing role of the land in American economic and social development. This could be studied as a theme concurrent with a traditional chronological approach to American history. The specifics of the history of the local area might be an interesting and relevant focal point. One class activity could be to visit the local newspaper office and look through old issues to find pictures and stories relating to the progress of local land use. Implicit in such a curriculum theme would be the changes in the nature and diversity of careers associated with land use, particularly as affected by technology.

4. *The Role of Water in American History.* This obviously corresponds to the approach described above. Two special foci in this unit might be energy careers and transportation careers and how they have changed in relation to water use and technological advances.

5. *Survey of Environmental Careers.* A variation on the first idea, which would be a kind of umbrella concept, would be an investigation of the variety and diversity of careers associated with the environment and natural resources in general. Again, the prevalent environmental use in your locale could be contrasted, in terms of implied careers, with other environmental uses. Class activities could include visits to natural resource sites, perhaps guided by a local resource person, and writing letters to governmental agencies and offices as well as professional societies to get information on such career areas.

Adaptation of these five ideas can be used to capitalize on a built-in advantage which rural districts have: the ready availability of the environment as a community resource.

Solving Rural Problems

Many rural educators, when confronted with the suggestion of instigating a new program, respond with a gloomy litany: we don't have the time, we don't have the money, we don't have the facilities. Their negative reactions are based in fact. These shortages are problems shared by many rural school systems.

Rural teachers are often faced with heavy preparation loads and excessive outside duties, leaving them few spare minutes for developing new approaches. No extra time. Rural schools (if they are small schools, and most of them are) are also commonly burdened with high per students costs, often twice that of larger schools. No extra money. Finally, facilities in small rural schools are usually stretched to serve many different functions. No extra room. For most new programs, these circumstances would be severely prohibitive. Fortunately, career education isn't like most new programs. Implementing a career education program doesn't have to deplete these valuable resources. Why? Well, because career education is infused into regular instruction, planning for career education can occur during regular lesson planning time; because it isn't a separate class it doesn't have to involve hiring a new teacher or finding a new room. So, the common "no time, no money, no facilities" dilemma confronting most rural school districts has little bearing on the development of career education curriculum. Of course, infusing career educaion does take some extra time and effort, and it can require additional financial allocations and the use of school facilities, but, the only truly necessary ingredient is enthusiasm. With a little enthusiasm, a dose of creativity, and a dash of support from the community, educators can work around the disadvantages which are present in the rural educational setting. What are some of these disadvantages with which rural teachers are confronted?

The most obvious (and most often cited) disadvantage faced by rural educators who are interested in adding a career education emphasis to their instruction is the limited opportunities for rural students to be exposed to a wide range of occupations. Fortunately, there are several solutions to this problem.

Teachers can utilize supplemental materials such as books, film strips, and films to communicate to their students information about urban-oriented careers. There are a wide variety of excellent educational materials designed to let rural youth know what it might be like to live and work in a city. Through these aids students who want to be astronauts, though they can't go to Cape Canaveral, can 'visit' by reading a story

or seeing a film about the space program. Similarly, students who want to know how cars are built, or what a commercial artist does, can find out by reading books or viewing audio visual programs designed to tell those stories.

Another method used to increase the rural students' awareness of urban careers is simulation. Through simulation, students can act out urban work experiences. For example, students can construct Valentines (or any other 'product') on an assembly line basis in order to develop an awareness of that type of manufacturing process.

A third way for students to learn about living and working in cities is to have them listen to people who have been there. Using resource people who have had career experiences in urban areas is an easy way to expose young people to these situations.

Other interesting approaches to solving this problem have been developed. In the Peshastin-Dryden School District in Washington, 4th grade teachers organize an exchange program with a Seattle area grade school. The students from Seattle come to the Peshastin-Dryden area, visit orchards and farms, and stay with local families. Later in the year, rural students travel to Seattle, where they see the waterfront area, look at major transportation centers, and tour a large industrial plant. In the New Providence, Iowa, area a county-wide career awareness project was organized to help rural students learn about the variety of occupations which urban students encounter. This project involves selecting people who represent hundreds of different jobs, gathering them together at a central meeting location, and then bringing the students to them. Students each visit with at least three people engaged in occupations which may appeal to them.

Using these different methods to increase the rural students awareness of careers for which there are no local models, plus taking complete advantage of the resources available in the community, should insure maximum exposure to a wide variety of occupations.

Isolation is another significant problem facing educators in rural schools. Isolation, combined with the "no time" situation mentioned earlier, makes it hard for rural teachers to stay abreast of educational developments or pursue advanced degrees. This problem is intensified by the fact that the logistics and organization of the supervisory personnel in the state departments of education make it extremely difficult to establish a working relationship between the staff of an isolated school and state education system staff members. Relationships are also hard to maintain between rural school teachers and representatives from companies who market commercial educational materials. The result? Rural teachers often find it difficult to keep up with major educational trends, find out what other teachers in the state are doing, or learn about new materials which are available to them. What can be done to solve this problem?

Many teachers, of course, take it upon themselves to counterbalance the effects of isolation by continuing their training. They go to summer school or attend workshops. In order to develop an adequate level of awareness within a school district about the career education approach, however, more than this individual effort will be needed. In-service programs seem to be the answer. There are several ways to approach the development of these programs. Very often, the initial step consists of convincing administrators, as well as teachers, of the need for in-service training. Once the need has been acknowledged, effective training can, if properly managed, be accomplished with minimal resources.

A UNIQUE RURAL PROBLEM . . . AND HOW TO SOLVE IT

By George Lulos Jr.,
Glassboro State College,
Glassboro, New Jersey

Just as there are differences between urban and rural areas, there are differences among rural school districts themselves. One such difference, a major one, is the physical size of rural districts. County-wide and other relatively large school systems have problems which are not shared by small, geographically confined districts. Transportation and communication are two areas which present special difficulties.

In a small district, communication is no problem since everyone knows everyone else's business. Transportation isn't a problem since there is just not very far to go. However, in a large district, it is often the case that an administrator or other district staff person literally cannot drive from one end of the district to another in one day. In Vineland, New Jersey, for example, there are 17 elementary schools spread over 69 square miles. It is impossible for anyone to visit even two-thirds of those schools in a single day, let alone accomplish anything meaningful at any one of them. In addition, teachers in one school have little or no idea about what teachers in the other schools in their own district are doing. Vineland, at that, is only an intermediate size rural district. It does not compare with a district such as Bedford County, Virginia. Many rural school districts are such single county systems, and are therefore presented with a unique administrative dilemma. How can a career education program be implemented in these large districts?

One approach to this problem is to *decentralize responsibility* for career education. Choose one or more teachers in each school building to be a Career Education Coordinator or Facilitator. This person should ideally be someone with career education experience, either in developing and implementing curriculum, or in participating in in-service workshops or courses. The teacher should also be one that other teachers in the building respect and look to for leadership.

Coordinators would be responsible for fostering the development and facilitating the implementation of career education activities for their building. Such activities might include: a) circulation of media, such as films, film strips, and posters; b) distribution and explanation of curriculum materials; c) setting up bulletin board displays; d) arranging field trips and guest speakers for one or more classes in a coordinated and rotating system; e) working with teachers to develop new career education ideas and materials; and f) collecting feedback on the relative effectiveness of the activities listed above.

This strategy will work to some extent with just the voluntary participation of progressive teachers throughout the district. However, there are five possible complementary dimensions to this strategy, any or all of which would add to its effectiveness and success:

1. *In-service training*. Even though the teachers should be selected on the basis of some degree of career education experience, in-service preparation would help to get the program off the ground. The in-service activity should include the development by the Coordinators themselves of an action plan or handbook for the year. This action plan/handbook could include a description of their role, performance objectives, lists of possible activities, lists of people resources and place resources, feedback instruments (such as a short film evaluation form), and timetables.

2. The development of some kind of *incentives or reward system* (such as credit for the in-service sessions, salary bonuses, or release time) would be helpful.

3. The *principal's cooperation* can often be instrumental in gaining cooperation of teachers in the building. Perhaps the best way to achieve this is to get the Superintendent and/or the school board to express a commitment to career education in general, and to this program in particular.

4. Some *centralized coordination* would aid the effectiveness of this strategy, especially for district-wide circulation of expensive resources, for compiling feedback on the effectiveness of career education materials and activities, for compiling master lists of resource people, places, and things available throughout the district, and for establishing linkages and communication between and among the Coordinators.

5. *Periodic meetings* of the Coordinators to share experiences and to trade ideas would also be helpful.

Hopefully, this strategy will accomplish the dual purpose of systematic and comprehensive career education planning and implementation across the district, and the tailoring of career activities to individual teaching approaches. With decentralized responsibility, career education can be taken out of the office and put where it belongs . . . in the hands of the teachers.

CAREER EDUCATION AND THE
RURAL SCHOOL CURRICULUM
Resources In Education, Richard O. Peters, Ed.D.
ERIC, January 1976.

RURAL COMMUNITY PERSPECTIVE TOWARD
CAREER DEVELOPMENT
A handbook for the assessment, communication and expansion of rural adult career attitudes and values affecting youth.
Walter M. Stein
The School of Education
Northern Michigan University
Marquette, Michigan

CAREER EDUCATION HANDBOOK FOR
RURAL SCHOOL ADMINISTRATORS
Everett D. Edington and Howard K. Conley
ERIC/CRESS
New Mexico State University
Las Cruces, New Mexico 88003

STRENGTHENING THE SMALL RURAL SCHOOL
ERIC/CRESS
National Educational Laboratory Publishing, Inc.
813 Airport Blvd.
Austin, Texas 78702

AFFECTING PROGRAM DEVELOPMENT
AND IMPLEMENTATION
IN RURAL SCHOOLS:
A Proposed Strategy
Resources In Education, Richard O. Peters, Ed.D.
ERIC, March 1976.

A PROCESS FOR CAREER EDUCATION
PROGRAM DEVELOPMENT IN A
RURAL SCHOOL SYSTEM
Rural/Regional Education News
RREA, March-April 1976, pages 2-4

CAREER EDUCATION
Promising Practices In Small Schools
Northwest Regional Educational Laboratory
Portland, Oregon

THE CHANGING EDUCATION NEEDS OF
RURAL PEOPLE
C. E. Bishop
Department of Vocational Teacher Education
College of Education
University of Arkansas
Fayetteville, Arkansas

Different types of programs have been effective in different areas. One approach, which is generally initiated by the state departments of education or some other intermediate unit larger than a given district, involves serving large numbers of remotely based teachers by bringing them to a central location for training.

Another method provides in-service education at the teacher's home site. This may be accomplished by asking professional personnel to come to a number of different schools, or by utilizing mobile units.

A third method might consist of sending several teachers to comprehensive career education training sessions, and then, when they have returned, having them share what they learned with the rest of the faculty. Whatever approach is utilized, some in-service training should be offered to help rural educators learn how to translate the career education concepts (concepts which have such potential for application in rural areas) into action programs for their classrooms.

Another problem facing many rural schools concerns teacher recruitment and retention. Turnover is often rapid in rural areas, and the resulting temporary commitment on the part of both staff and administration can contribute to an unstable educational environment. This situation has serious implications for the development of a comprehensive career education program. A total sequential plan needs the support of teachers from kindergarten through high school. If teachers are regularly leaving the rural school districts, a continuous plan may be difficult to maintain. This rural weakness, however, shouldn't influence the efforts of individual teachers within their classrooms.

As a matter of fact, none of the disadvantages which have been discussed are serious enough to stop the teacher who really wants to infuse the career education concepts. There are problems, yes . . . but problems with solutions.

Why Career Education In Rural America?

During the preceding description of the pros and cons of the rural school system you may have 'recognized' your school. The good points may have sounded familiar; the bad points probably reflected some of the conditions in your area. Maybe it's hard to tell what applies and what doesn't: first, because every school system is different, the general descriptions offered in this chapter can't hope to duplicate any particular situation; second, because many times a given feature can be both an advantage and a disadvantage. Small schools, for instance, allow for close student/teacher relationships . . . that's a good point. However, small schools also feature high per student costs . . . and that's a bad point. The situation can be confusing. A thoughtful and thorough analysis of your district should reveal where you stand, however, and should help you recognize the pros and cons of your particular area.

Instigating a career education program in a rural school is no harder than developing such a program in an urban school, it's just different. This is something rural educators must realize: programs which have had success in urban areas probably won't fit the needs of the rural school. Curriculum must be tailored to each environment in order to best serve the student.

This is one reason career education has been a successful approach. It's a flexible concept, appropriate in a variety of situations. Career eduction is a good idea for urban schools, for large schools, for small schools . . . and there are many reasons to believe that it's a *particularly* good idea for rural schools. First of all, research on the aspirations of rural youth has shown they generally have lower educational and occupational expectations than urban youth. Secondly, there are indications that rural and small school students are not as well prepared for the world of work as students from large urban schools who enjoy the advantage of a broader curriculum, as well as exposure to a wider range of careers. Finally, studies have shown many rural students leave their communities after graduation to seek educational or occupational opportunities in unfamiliar urban areas. These facts indicate that, in many ways, rural students could benefit from career education more than their urban counterparts.

So, why not start your own program? It's a good idea. There are strengths inherent in the rural school system which will aid its implementation, and your students may need the special guidance it offers. Career education: an approach to education which is needed in rural America as much as it is in our largest cities. Maybe it's needed in your school.

from
STRENGTHENING
THE SMALL RURAL SCHOOL

Weakness attributable to small rural schools include: 1) poor organizational structures; 2) difficulties in the recruitment and retention of quality personnel; 3) inadequate facilities; 4) curriculum deficiencies; 5) inadequate financial support. Strengths attributable to the small rural school include: 1) a homogeneous socio-cultural background; 2) the potential for close-knit educational organization; 3) close student/teacher relationships; 4) community involvement; and 5) a classroom environment conducive to innovative techniques.

Chapter 3

Creating Career Education Curriculum

Career education sounds terrific in theory. It looks good on paper, but the true test of its value as an educational approach is the ease with which the concepts translate into living, breathing curriculum. Basically, it all boils down to one simple question: what can career education do for staff and students? In Cashmere, educators have answered that question:

"It makes teaching much more exciting . . ."

"I sure wouldn't want to go back to our old curriculum . . ."

"I can now make my subject area relevant to the students—they have an idea why they need my class . . ."

Parents have answered that question:

"I believe that the career education program helps students find more enthusiasm for school . . ."

"I am pleased with this new expansion of education . . ."

Students have answered that question:

"School makes more sense to me now . . ."

"The resource people tell it like it is and honestly answer questions for us . . ."

"I can understand why I need math and reading . . ."

Support has come from every area: from school board members, representatives of business and industry, administrators, and members of local service clubs. This support has been a tremendous factor in the success of Cashmere's Career Education Project. Likewise, state and federal funding assistance has been instrumental, especially in the dissemination efforts. The most significant factor, however, has been the fact that career education *works*.

In Cashmere, career education personnel have watched as problem students quit being problems, as teachers renewed excitement for their jobs, and as parents gained new interest in the education of their children. Career education has worked in Cashmere. The program has been a success. From a few scattered career education activities, it has evolved into what will soon be a comprehensive program.

The Cashmere Approach

The Cashmere School District has been involved in career education since the 1971-72 school year, when three fourth grade teachers initiated a project which involved their students in a learning experience designed to increase their awareness of the world of work. The primary goal was for students to formulate favorable attitudes regarding the dignity and status of all types of jobs. The activities in which the students were involved illicited enthusiastic responses from parents, other teachers, and community members.

The community's interest in this project helped the Cashmere School District secure funds from the state Coordinating Council for Occupational Education in order to sponsor a workshop designed to train elementary teachers about the career education approach. During the two week workshop, which was held in June of 1972, sixty-six educators from the surrounding area received training. One special goal of the workshop was for each one of these teachers to develop at least one career education learning experience to be used in their classroom during the 1972-73 school year. These activities proved to be favorites with both teachers and their students, and sparked a greater interest in the career education approach.

The success of these units, coupled with strong administrative and community support, encouraged the Cashmere faculty to apply for additional funding. A proposal was submitted by the Cashmere School District, in conjunction with the Peshastin-Dryden District (a near-by community) to the CCOE. As a result of this proposal (which was submitted in competition with 23 other districts) the Career Education Project was funded for 1973-74 to research and develop various procedures for infusing career education, and to communicate these procedures to other school systems. At this time, an individual within the Cashmere District was selected to act as curriculum director for the project.

ROLE PLAYING

Through role playing, students can participate in simulated work situations or act out specific occupations in order to experience a number of worker roles. Role playing can be an effective method because it provides opportunities for social interaction and promotes active involvement by all students. Activities which utilize role playing can be as simple or as elaborate as the teacher desires. Some suggested activities are designing a chair, serving a meal, producing a play, caring for animals, writing a newspaper, constructing a model city, assembling a product, or interviewing a prospective employee. In many of these areas it will be necessary for students to research the related occupations prior to the role playing experience. This will give them a better feel for what the occupations entail. Finally, a valuable part of role playing activities is acquiring feedback from the students. It is important that teachers encourage their students to share their reactions about the worker roles which they have experienced through this method.

STAFF DEVELOPMENT
A procedural guide for the development and implementation of a competency based training program for faculty and staff.
Valija Axelrod, Harry N. Drier, Karen S. Kimmel
Mary M. Korthage, Karin S. Whitson
The Center for Vocational Education
The Ohio State University
Columbus, Ohio

AFFECTING TEACHER AWARENESS AND ATTITUDES:
An In-Service Program Strategy for Rural Schools
Resources In Education, Richard O. Peter, Ed.D.
ERIC. March 1976.

THE DESIGN OF INSTRUCTIONAL SYSTEMS FOR CAREER EDUCATION: OPTIONS AND EXAMPLES
Douglas C. Hall
American Institute for Research
Box 1113
Palo Alto, California 94302

CAREER EDUCATION WORKSHOPS
Suggested Guidelines (29 pages)
Research Coordinating Unit
Coordinating Council for Occupational Education
State of Washington

DEVELOPMENTAL PROGRAM GOALS
Comprehensive Career Education Model
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

CAREER EDUCATION: IN-SERVICE TEACHER EDUCATION
Peter G. Haines
ERIC Clearinghouse
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

A GUIDE ON HOW TO CONDUCT A WORKSHOP ON CAREER EDUCATION
Richard Gemmett
San Mateo County Office of Education
Redwood City, California

MATH RESOURCE GUIDE
Career education guide grades 7-9
Colorado State University
Fort Collins, Colorado 80523

SCIENCE RESOURCE GUIDE
Career education guide grades 7-9
Colorado State University
Fort Collins, Colorado 80523

NATURAL RESOURCES
A student resource guide for the middle school
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

CAREER EDUCATION — HOW TO DO IT
Creative approaches by local practioners
Office of Career Education
U.S. Office of Education
Washington, D.C. 20202

The goal of the project during this period was to establish career education activities for students at all levels . . . kindergarten through grade twelve. Throughout the project, the staff was involved in orientation activities that reached over 2,000 educators and business persons in the state of Washington. The project also hosted 190 visitors who observed classroom activities. In addition, a number of booklets were published and disseminated. Specifically, three Career Education Activity Guides (consisting of techniques, procedures, and materials which had been classroom-tested) were requested by and sent to over 750 school districts and agencies throughout the United States.

The next school year, the dissemination aspect of the project became even more important. During this time, the Career Education Project (with funding assistance from the Office of the Superintendent of Public Instruction) assisted fifteen school districts around the state with career education workshops. Helping with these workshops was a resource team of 11 teachers, trained by the Career Education Project staff. This resource team often worked out of a mobile unit, which housed all the materials necessary for teacher in-service and training. It was equipped with commercial and non-commercial career education materials, audio visual equipment, and movable carts. In addition, the Cashmere and Peshastin-Dryden Schools once again served as demonstration sites where visitors could observe career education activities in the classroom.

During the four years since 1971, the Career Education Project was continually evaluated. These evaluations revealed that the students did in fact gain academic knowledge and skills via the vehicle of career education concepts. Indeed, the students themselves indicated that learning experiences designed to expose and acquaint them to the world of work were the most meaningful in their school lives. This feedback prompted the Cashmere School District to take the next logical step: the development of sequential, performance-based goals and measurable student objectives based on career education concepts at each grade level and across all disciplines of study. The development of this total, in-depth program is now under way. In fact, the first phase has been completed: utilizing in-service work sessions teachers in the Language Arts and Social Science departments (at all grade levels) developed instructional goals and student performance objectives designed in proper scope and sequence. During the 1976-77 school year Math, Science, and Vocational Education will be the subject areas completed, and during the next year teachers in Fine Arts, Health, and Physical Education areas will design their part of the total program. The finished product will be a developmental K-12 curriculum plan.

Obviously, the creation of the Cashmere Career Education Project was a slow evolutionary process. It wasn't magic. It was a step-by-step procedure, one which could be followed by any school system, or at least by any system staffed

TIPS FOR EDUCATORS

The following are basic steps for implementing career education:

Administrators

1. Develop a policy statement on career education.
2. Secure School Board approval.
3. Meet with the Faculty to discuss how you will support the implementation of career education.
4. Read articles, postion papers and texts on career education.
5. Appoint a Career Education Advisory Committee with representation from all subject areas.
6. Give career education a high priority.

School Counselors

1. Read articles, papers and texts that discuss the counselor's role.
2. Examine your current guidance program for determination of priorities.
3. Serve on the Career Education Advisory Committee.
4. Spend more time in helping students assess their performance data.
5. Spend more time in helping students find part-time and full-time work.
6. Spend more time in helping students determine what they will do after high school and/or post-secondary education.
7. Help teachers infuse career implications of their subject matter into the teaching-learning process.
8. Give career guidance a higher priority.

Teachers

1. Examine your instructional plans—what percentage is devoted to one or more of the eight career education elements.
2. Be willing to change your behavior.
3. Participate with enthusiasm in in-service efforts to install career education.
4. Read about career education.
5. Collaborate with academic or vocational teachers in planning career education activities.
6. Break the lecture habit—use field trips, resource people, "hands on activities," and occupational information.
7. Involve the community in instructional efforts.
8. Give career education a high priority.

Prepared by C.W. Ryan
Professor of Education, University of Maine
Orono, Maine 2/24/76

with people who are willing devote some time and energy. All you have to do is take the suggestions outlined here, and adapt them to your particular situation. That's what this chapter is all about. It's a how-to-do-it guide for you and your school. Loosely based on the Cashmere experience, it outlines methods which could be utilized by any rural school. It doesn't offer a strict set of rules and regulations, but points towards a road which might be taken, or rather, it points towards *several* roads. The directions given are of a general nature, because the path you follow may not be anything like that which was taken in Cashmere. Yours will have unique bumps and ruts, unique smooth spots, unique experiences. The destination will be the same, however, a complete sequential career education based curriculum.

Ground Zero

Your school system may be at any one of several stages along the evolutionary process, but let's imagine that it has not yet started developing a career education outlook. Let's assume that the general career education awareness level among faculty in your school is at ground zero. Let's further assume that within this environment there is a teacher, principal, librarian, or vocational director who has heard about career education and is interested in finding out more about the idea, and how it could work in a rural area. Pretend you are that one individual. Now, what do you do? First, it would be wise to gain a philosophical commitment from your administration, and if possible, monetary resources. Second, ask them to appoint you or some other interested individual in your school (or district) as coordinator of the program.

ASSESSING YOUR CURRENT STATUS

The first step in implementation of a career education program is to assess your current situation. In order to establish priorities you need to determine what has been done, and what tasks remain. The following categories are an adaptation of an assessment tool designed by the State Superintendent of Public Instruction in the state of Washington. They represent areas you should be concerned with, and questions you might ask yourself in order to evaluate the degree of career education involvement in your area.

CATEGORY 1
BOARD COMMITMENT: Commitment to a local career education program by the board of directors will be established
- a. No commitment has been made by the board.
- b. The board has verbally recognized and endorsed career education in principle.
- c. The board has established written policy supporting career education as part of the district's instructional program.

CATEGORY 2
STUDENT GOALS AND OBJECTIVES: Student goals and objectives compatible with the definition of career development will be developed.
- a. No goals and objectives have been established.
- b. Development of student goals and objectives has begun.
- c. Written goals and objectives have been developed and are being used at various levels and/or disciplines.
- d. Total district goals and objectives system has been developed and implemented.

CATEGORY 3
MANAGEMENT SYSTEM: A management system will be established to assist in the planning and implementation of the district's career education program.
- a. No provisions for a management system have been made.
- b. A management system is being designed.
- c. A management system has been adopted.
- d. A management system is operating.

CATEGORY 4
BUDGET: A budget program will be established for career education.
- a. No funds being budgeted.
- b. Only categorical funding is being used.
- c. No line item is provided and funds are spent on a building/district discretionary basis.
- d. A line item figure has been established by the district.
- e. A significant "per-pupil" allocation has been established

CATEGORY 5
STAFF DEVELOPMENT: A career education staff development plan will be developed and implemented including such techniques as: 1) orientation, 2) training, and 3) released time for visits to industry and similar activities.
- a. No staff development program.
- b. Orientation sessions.
- c. Training sessions.
- d. Released time.
- e. A district-wide, on-going program.

CATEGORY 6
PARENTS/STUDENTS SUPPORT: Parents/students will participate in the career education process.
- a. No participation by parent/student.
- b. Parents/students provide verbal support for career education.
- c. Parents/students establish study groups.
- d. Parents/students demonstrate total support through activities such as: 1) providing transportation, 2) serving on committees, and 3) involvement in program development.

CATEGORY 7
COMMUNITY: Business, labor, industry, professions and service groups will participate in the career education program.
- a. No participation has taken place.
- b. Informal verbal communication has taken place.
- c. Study and articulation committees have been established.
- d. A comprehensive formal system of participation has been planned.
- e. A comprehensive formal system of participation has been implemented.

CATEGORY 8
INSTRUCTIONAL SERVICES: Curriculum will be developed and implemented to achieve the student goals and objectives of the career education program.
- a. No career education curriculum activities exist.
- b. Supplementary activities are used.
- c. Specific programs are in operation.
- d. A developmental program has been designed and implemented.

CATEGORY 9
INSTRUCTIONAL CAREER EDUCATION RESOURCES: Instructional resources that contribute to the achievement of the student goals and objectives of the career education program will be made available to teachers and students. (Includes curriculum guides, printed materials, kits, video tapes, films, filmstrips, occupational information systems).
- a. No resources have been identified specifically for use in career education.
- b. Limited resources are available.
- c. A wide variety of resources are available.
- d. A wide variety of resources including an adequate occupational information system.

CATEGORY 10
SELF ASSESSMENT: A system of assisting students in a self assessment related to their career development will be developed and implemented for all students.
- a. No career related self assessment conducted.
- b. Random use of materials and activities.
- c. Planned use of limited materials and activities.
- d. Systematic program of self-assessment implemented.

CATEGORY 11
COMMUNITY RESOURCES: Resources of the community, both human and material, will be used to expand the district's capacity for delivering career education to all students.
- a. No community resources are being used for career education per se.
- b. Occasional use by individual teachers.
- c. Planned use of limited resources.
- d. Comprehensive system for use of resources.

CATEGORY 12
STUDENT OUTCOMES: Student outcomes will be measured as a primary means for evaluating the district's career education program.
- a. No evaluation of the career education program exists on student outcomes.
- b. Use of questionnaires and general opinion surveys.
- c. Use of specific and systematic measurement instruments.
- d. Complete measurement system in operation.

CATEGORY 13
ANNUAL ASSESSMENT: The career education program will be evaluated by means of a local assessment.
- a. No career education program assessment is being conducted.
- b. Annual assessment of the district career education program is conducted.

CAREER EDUCATION ACTIVITIES FOR SUBJECT AREA TEACHERS
Grades 1-6
ABT Publications
55 Wheeler Street
Cambridge, Mass. 02138

CAREER EDUCATION ACTIVITIES FOR SUBJECT AREA TEACHERS
Grades 6-9
ABT Publications
55 Wheeler Street
Cambridge, Mass. 02138

CAREER EDUCATION ACTIVITIES FOR SUBJECT AREA TEACHER
Grades 10-12
ABT Publications
55 Wheeler Street
Cambridge, Mass. 02138

NATURAL RESOURCES & CAREER AWARENESS
A teachers guide for grades K-6
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

OCCUPATIONAL PREPARATION IN THE NATURAL RESOURCES
A suggested high school curriculum guide
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

CAREER EDUCATION INSTRUCTIONAL MATERIALS GUIDE FOR TEACHERS:
Kindergarten through Grade Twelve
Resources in Education, Richard O. Peters, Ed.D.
ERIC, January 1976.

CAREER RELATED MATH UNITS
Minnesota Instructional Materials Center
3300 Centruy Avenue N.
White Bear Lake, Minn 55110

CAREER RELATED LANGUAGE ARTS UNITS
Grades 7, 8, and 9
Minnesota State Department of Education
Capital Square
St. Paul, Minn 55101

CAREER RELATED SCIENCE UNITS
Minnesota State Department of Education
Capital Square
St. Paul, Minn 55101

This would be helpful since someone should have responsibility for making decisions, and some authority to enforce those decisions. Finally, find out all you can about career education. Send for materials from existing projects, survey what is presently being done in your district to see if programs from other areas may have application, and establish communications with other interested educators. In short, see what's being done and think about what could be done in your school. The next step . . . try to develop some interest among your fellow faculty.

Orientation

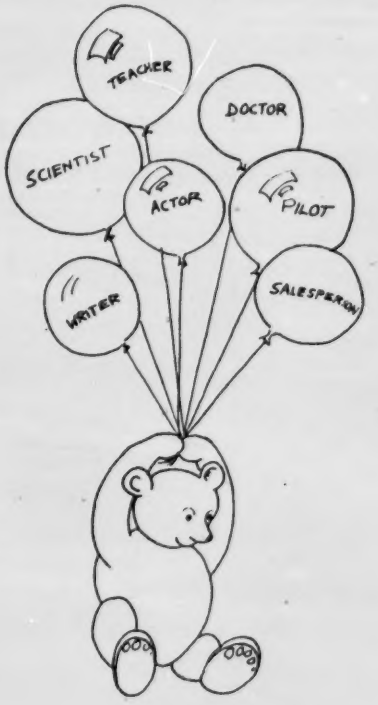
To get a career education program started, educators need to understand the basic philosophy. The easiest way to accomplish this goal is through general orientation sessions. At these sessions, perhaps conducted during a regular faculty meeting, the basic concepts should be explained to the instructional staff. This explanation should include a discussion of the need for career education: cite concrete examples of unemployment statistics, increasing drop-out problems, and then describe how career education can motivate students and help remedy these problems. Once the need has been established, go on to explain the approach. Be sure teachers understand career education begins with existing curriculum. They need to think about how they could begin with what they are now doing and work from there. Finally, attempt to get a commitment from a few teachers . . . just get a couple to say "yes, I'll try it."

A second orientation session might involve giving educators a more solid idea of what career education can do. Invite someone from another area which has a good career education program to speak to the faculty in your school. If possible, have this individual bring illustrations of career education in operation: a slide/tape presentation, or examples of lesson plans which they have successfully used. In fact, it is important to try and get materials into the teachers' hands. Duplicate copies of sample units for all grade levels and all disciplines, and pass them out at orientation meetings. Ideally, these units should include objectives for the various levels. (The goal statements given in the charts in chapter 1 are good examples of sequential objectives). With an established set of objectives to use as a model, teachers can more easily create their own career education curriculum. In short, try everything you can think of to increase personal awareness, generate interest, and encourge involvement.

Involvement

Encouraging active teacher involvement is the next stage of planning a career education program. In other words: curriculum development. The first rule here is that teachers should create their own units. When teachers develop materials themselves, there seems to be a degree of ownership involved, a special feeling of pride. As a result of the creation process, teachers become more involved, more interested, and are therefore more likely to actually use the unit in their classroom. Teachers can, of course, adopt ideas which have been used elsewhere. Curriculum guides from other areas, for example,

BULLETIN BOARD IDEA



A JOB FOR YOU

can be good sources for new approaches. They should not, however, be used as a substitute for designing your own materials. It's really best to have teachers write their own curriculum. The only drawback is that it takes time . . . time which most rural educators can't spare. Quite simply, you can't expect teachers to completely restructure their instruction during their off hours (though many enthusiastic educators do). The answer is to organize career education training sessions which teachers could be

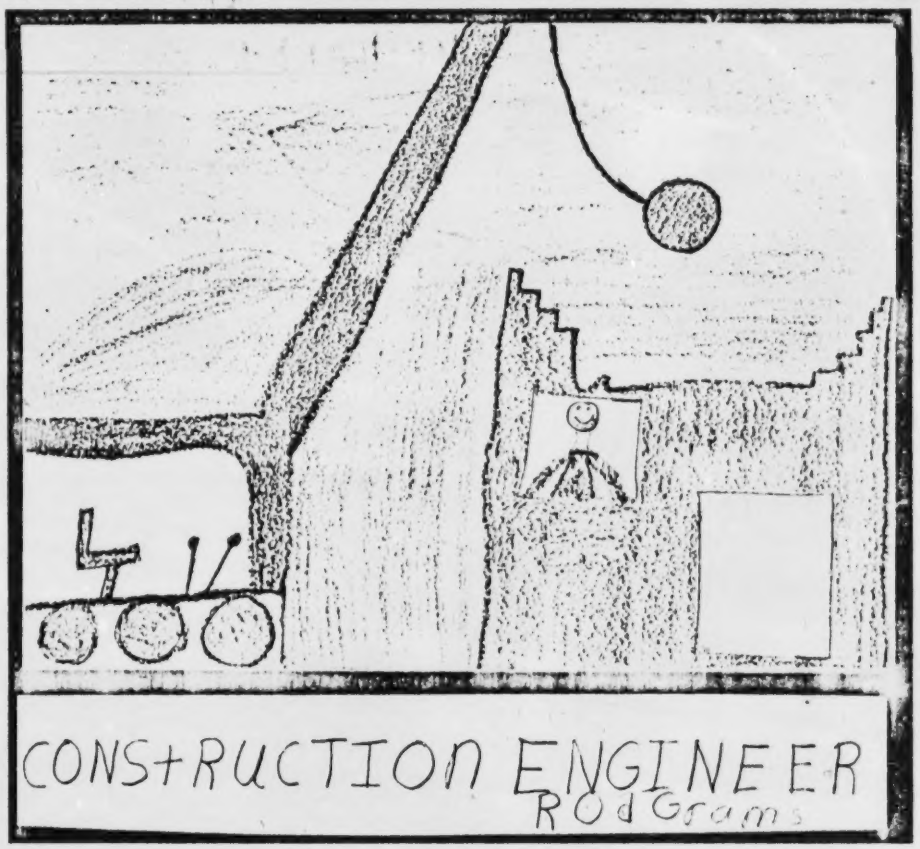
encouraged to participate in by being offered college credit for their involvement, by being paid stipends, or through the use of release time. Remember, you're asking teachers to change curriculum with which they feel comfortable, and which they may have been teaching for a number of years . . . so try to make the process as easy and as positive as possible.

Planning Career Education Training Sessions

The format and content of career education training sessions will vary from area to area. How you get your faculty involved and what instruction you offer them will depend on your special circumstances. Perhaps in your school paying stipends is a financial impossibility, but organizing release time is a feasible approach. In another school, offering college credit might be the best method of encouraging teacher involvement. Similarly, in your area emphasis might be placed on how to use community resources. Elsewhere, extra attention would be devoted to other topics. Essentially, the local situation determines what competencies you need to develop in the workshop participants, and what techniques should be used to develop those skills. Therefore, before organizing an in-service session designed to assist teachers with integrating career education into their instruction, stop to assess your situation:

1. Determine the characteristics of the workshop participants. Identify what they know, what they want, what they need, and who they serve. Remember that teachers, counselors, and administrators require different types of training.
2. Estimate the degree of commitment to career education in your area. Will your workshop be devoted to "selling" the concept, or can you jump right into showing the faculty how to implement the ideas? (If your orientation sessions have been successful you should have no problem.)
3. Analyze the living and working patterns of your community, assess the community resources, (perhaps conduct a survey to evaluate the community reaction to career education) and also review the school system resources.
4. After thoroughly analyzing the situation, the final step of the pre-planning phase of designing career education training sessions is to establish some specific goals and objectives. Define exactly what you want the participants to learn. Once again, the unique needs and problems which your school faces will influence the selection of goals. The following list, however, should give you some idea about the types of attitudes, knowledge, and skills which you might strive to develop:
   a. Positive attitudes toward career development as a sequential and integrate process.
   b. Knowledge of the career education movement: its definitions, goals, limitations, concepts, and theories.
   c. Openness to change.
   d. Understanding of the developmental nature of the career decision process as related to student needs.
   e. Interest in how one's subject matter fits into the total life of a person.
   f. Knowledge of available systems, models, and resources to implement career education.
   g. Ability to select, evaluate, and use appropriate career education information and activities.
   h. Confidence, willingness, and readiness to employ proven as well as innovative programs and methods.
   i. Ability to relate and integrate career education concepts to the total curriculum, sequentially, as related to the child's needs and abilities.
   j. A commitment to career education.

There are, of course, many other goals which might be established. Those listed are merely suggestions, intended to serve as guidelines which may help you establish your own set of objectives.



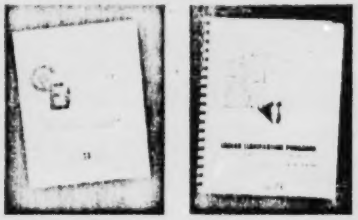
BULLETIN BOARD IDEA

Make a large "World of Work" mural. Have children draw workers performing their jobs. Under each drawing a short report could be posted. It might cover the skills needed for the job, the training required, the opportunities in related fields, and the disadvantages and advantages which are part of that particular occupation.

CAREER EDUCATION RESOURCE GUIDE
Specific examples of career education activities for grades K-12
General Learning Corporation
Morristown, N.J. 07960

MODELS FOR CAREER EDUCATION IN IOWA
Implementing career education in the school curriculum
State of Iowa
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

CAREER CLARIFICATION PROGRAM:
A Problem-Solving Approach
Research for Better Schools
Philadelphia, Pennsylvania



COMMUNITY CAREERING
A career education gamebook
Primary Grades
Ira Bank, Ph.D.
Chronicle Guidance Publishing, Inc.
Moravia, New York 13118

SURVIVAL EDUCATION
Basic Living Skills
Betty L. Hall
Binford and Mort, Publishers
2536 S.E. 11th Ave.
Portland, Oregon 97202

ENGLISH RESOURCE GUIDE
Career Education guide Grades 7-9
Colorado State University
Fort Collins, Colorado 80523

MATHEMATICS FOR CAREER EDUCATION
High School
Dale Ewen, Robert Nelson
Arren Pickard, Paul Thompson
Charles E. Merrill Pub. Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

Designing Workshop Content

If you've thoroughly analyzed your situation and carefully established goals which are based on your special problems, your workshop content will be unique. It will reflect your particular situation. It would, therefore, be senseless to offer you a list of what your career education workshop should include. It should include what you need. Of course, if you're like most school systems interested in developing a career education program, what you need most is teachers who understand how to infuse career education concepts into their instruction. Creating personalized career education curriculum, therefore, will probably be the focus of your career education training sessions. Other areas, however, might also be covered. The following suggested items, for example, are subjects which workshop planners might consider as supplementary topics of discussion:

THE PHILOSOPHY AND ROLE OF CAREER EDUCATION. This topic could include a discussion of what career education entails and how it can be integrated into the total education process.

REASONS FOR HAVING A CAREER EDUCATION WORKSHOP. This session might include identifying and analyzing the needs to be met within your school system, as well as discussing with workshop participants the competencies which they feel need to be developed.

CAREER EDUCATION RESOURCES. Participants could be involved in identifying, evaluating, and selecting career education materials. They might also devote some time to identifying community resources that could contribute to the effectiveness of the career education program.

ATTITUDES ABOUT THE DIGNITY OF WORK FOR ALL INDIVIDUALS. In this area, workshop facilitators might use various techniques to help educators become aware of their individual values and biases toward certain types of work. Action might also be taken to help workshop participants remove their negative beliefs and develop, new positive attitudes. They could then explore different ways to help students dispel biases and develop individual values.

"HOW TO" SESSIONS. Workshop facilitators might give participants some practical tips in several areas. Educators could learn how to secure resource people, how to communicate what they're doing to the community, how to help students find on-the-job field experiences, how to design pre-tests and post-tests to evaluate effectiveness of career education units, how to involve parents in the career education process, how to use guidance staff, or how to avoid stereotyping.

An exploration of any of these topics would add depth to the training session participants' understanding of what career education is and how it works. But what will really bring the message home is to send teachers back to the classroom with ideas they can *use*. The workshop setting is the perfect place to develop those ideas. First, because people experienced with the career education approach are on hand to answer questions, and second, because other teachers are there to actively offer their suggestions. Creating curriculum in a training session setting is not only practical, it's important, because the ultimate sucess of a career education program depends upon the ability of the classroom teacher to create a new way to approach education. Workshops can help develop this ability. It's no surprise, therefore, that showing teachers how to translate concepts into action is a primary goal of many career education training sessions. There are many ways to achieve this goal. Approaches vary depending on circumstances. These simple steps, however, should give you an idea of a format which might be adopted.

1. The facilitator explains the process to be used in the development of curriculum. He or she then divides the workshop participants up into small groups. Each group should ideally include one resource person to guide the creation process.

AN IDEA YOU MIGHT LIKE TO TRY

It is important for young people (especially rural students) to understand that the size of the community in which they live will have a significant influence on the types of jobs which will be available to them. One good career education activity designed to communicate this idea has been effectively used at the Hosterman Junior High School in Robinsdale, Minnesota. It uses few resources, and yet tells a big story. The activity involves dividing the class into small groups and having each group look through the yellow pages of two telephone directories. One directory is from a large city, the other from a small rural town. Students browse through the books as their teacher explains to them the basic function of the yellow pages and asks them to think of examples of how the directory might be useful to them. As students compare the size of the books they are asked to hypothesize about why there is such a large difference. Their instructor helps them compare some of the goods and services available in each area, and trys to relate the listings to the variety of available occupations. These are some of the questions students are asked to answer during this exercise:

Which directory offers more?

Why does a city directory have more goods and services represented? Are there any goods and services found in one directory which were not found in the other?

If you live in a small town, what goods and services may be unavailable to you?

2. Each small group selects one specific concept with which to work. In school systems where the eight element approach is utilized, participants might select one of those concepts as the area of concentration. Group members then brainstorm about all the ways this concept could be implemented in a school setting. If, for example, career awareness were the element selected, the group might talk about inviting resource people to class, using books, or organizing field trips to job sites as ways to help increase career awareness. The group should list as many suggestions as possible.
3. One teacher within the group becomes the focus person, and is asked to choose a class or

subject area with which he or she is comfortable. The teacher might select a particular unit which has been successful. Then, with the groups' help, this individual takes the career education concept which has just been discussed and lists specific ways in which that idea could be woven into the unit selected.
4. After one teacher has developed an idea, another becomes focus person. This process continues until all the group members have developed at least one idea.
5. The last step of this workshop activity occurs outside of the training session environment. It involves having the teachers use the units they created. Every effort must be made to

CAREER CLUSTERS

The career awareness approach to building curriculum can be particularly effective if it utilizes occupational clusters. Career clusters form a practical and efficient base for a total career education program. They present a logical organization to help teachers make sure they're covering a representative sample of the job opportunities which are available to their students. Fifteen clusters have been identified by the U.S. Office of Education. They are, of course, general categories. Any given career may fit more than one cluster. For the most part, however, they represent closely related jobs. The following list briefly defines each cluster and offers a few examples of jobs which fit into each area.

BUSINESS AND OFFICE OCCUPATIONS. Jobs in this group involve typing, storing, studying, and distributing records of people's work. Work with typewriters, computers, copying machines, and records all falls into this category. Accountants, file clerks, stenographers, and systems analysts would be employed in business and office occupations.

MARKETING AND DISTRIBUTION OCCUPATIONS. This area basically involves getting goods and services to the customer. Any jobs which are related to buying from manufacturers, shipping, storing, advertising, or selling would be included in this cluster. Retail sales people advertising executives, warehouse workers and stock clerks would be examples of occupations in marketing and distribution.

COMMUNICATIONS AND MEDIA OCCUPATIONS. Anything concerned with getting information to people would be included in this cluster. Occupations with telephones, telegraphs, magazines, newspapers, books, radio, or television are communications and media occupations. For example, book editors, press photographers, proofreaders, and teletype operators would be employed in this division.

CONSTRUCTION OCCUPATIONS. This cluster includes all building activities: jobs with cement, plastic, wire, and tile are a few examples. More specifically, brick layers, civil engineers, iron and steel workers, and surveyors would all be working in construction occupations.

MANUFACTURING OCCUPATIONS. Manufacturing is defined in this context as making anything which is not found in nature. Its components include designing, assembling, producing, packaging, advertising, and transporting. Aerospace engineers, furniture manufacturing workers, shipbuilders, factory inspectors, and foundary workers are a few examples in this area.

TRANSPORTATION OCCUPATIONS. This cluster is related to moving people and goods from one place to another. Any occupations connected with airlines, railroads, ships trucks, or buses would be appropriate. Air traffic controllers, taxicab drivers, railroad track workers, and helicopter pilots are examples of people employed in transportation occupations.

AGRI-BUSINESS AND NATURAL RESOURCES OCCUPATIONS. Working in agri-business is concerned with removing nature's riches from the earth and using the land to raise animals and crops. This area comprises jobs with oil, trees, rocks, animals and plants. Individuals employed as soil scientists, foresters, geologists, or farm laborers would be included in this group.

MARINE SCIENCE OCCUPATIONS. All jobs concerning the oceans (and the plants, animals, and minerals in the oceans) are in this area. Fishing, studying, exploring, and harvesting the ocean would be examples of activities involved. Specific jobs might include working in a fish hatchery, for an oil company doing offshore drilling, or as a marine biologist.

ENVIRONMENTAL CONTROL OCCUPATIONS. This cluster pertains to protecting and saving the natural things around us . . . including repairing the damage man has done. All jobs concerned with land, water, air, and living things are included in this category. Wildlife managers, urban planners, individuals employed in research and experimentation on the effects of pollution, or those involved in land reclamation projects are just a few examples of people employed in environmental control occupations.

PUBLIC SERVICES OCCUPATIONS. Work which benefits groups of people is this section. Teachers, police, firefighters, government workers, military workers, and those employed by public utilities are general examples. More specifically, postal workers, public librarians, judges, musuem curators, and sociologists would be included in this cluster.

HEALTH OCCUPATIONS. Any occupations involved with the care and repair of the human body and mind are health occupations. Doctors and nurses are obviously employed in this field, as are dental hygienists, medical lab assistants, orderlies, medical illustrators, pharmacologists, and radiologists.

HOSPITALITY AND RECREATION OCCUPATIONS. This area includes jobs related to spare or leisure time activities. Occupations in parks, hotels, clubs, sports, amusements or hobbies would be part of this classification. Camp counselors, cooks and chefs, hotel managers, and those who work in travel agencies represent a few of the opportunities in the hospitality and recreation field.

PERSONAL SERVICES OCCUPATIONS. Occupations in this division concern working on or near individual people or animals. Specific jobs include being a barber or beautician, a funeral director, or a pet groomer.

FINE ARTS AND HUMANITIES OCCUPATIONS. Any occupations which entail creating, writing, performing, and studying, are in this group. Work related to music, dance, poetry, art, history, and languages are included. Specific examples might be acting, dancing, being a scene designer, a commercial artist, an astronomer, or an interpreter.

CONSUMER AND HOMEMAKING-RELATED OCCUPATIONS. Occupations which pertain to food, clothing, home furnishing, and families are consumer and homemaking-related occupations. Dieticians, household workers, interior designers, and home economists are employed in this cluster.

MY BOOK OF WORKERS (Book I)
Primary Workbook
Chronicle Guidance Publishing, Inc.
Moravia, New York 13118

MY BOOK OF WORKERS (Book 2)
Primary Workbook
Chronicle Guidance Publishing, Inc.
Moravia, New York 13118

WHAT COULD I BE?
A student workbook
Introducing the world of work to children
Walter M. Lifton
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

INTRODUCTION TO HOSPITALITY RECREATION CAREERS
Student Activity Manual
Grades 7-12
McKnight Introductory Career Series
McKnight Publishing Company
Box 2854 - Dept. 3
Bloomington, IL 61701

OEK
(Occupational Exploration Kit)
Grades 9-12
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

make sure the ideas which were generated during the training session are actually implemented. (One suggestion: where college credit is being offered for workshop participation, teachers might be informed that the class is completed only when the unit is used.)

Conducting career education training sessions is an efficient way to encourage teacher involvement. If properly planned they can result in every teacher in an entire school system adopting a new career education outlook. Fortunately, planning workshops is not that hard. The whole process can be reduced to three simple steps:

1. Try to offer rewards of some nature for teacher involvement.
2. Carefully assess your current status, and structure your training session goals according to your special needs and resources.
3. Design workshop content which touches on problem areas, but remember that the focus should probably be on curriculum development. You want teachers to walk away with new ideas, new approaches for their classroom.

That's the basic process . . . here are some final hints for conducting successful training sessions. To begin, involve as many people as possible. It's important that guidance staff, administrators, and librarians play an active role. Also, try to have teachers from all grade levels and representing all disciplines. Everybody will be involved eventually, so why not have them working together right from the start? Another consideration should be the workshop setting. It is best to conduct training sessions in a warm, open atmosphere (if possible, away from the school environment). Have comfortable chairs and perhaps serve refreshments: a friendly setting can help create a receptive audience.

One final consideration, and a very important one, is that all sessions should be action-oriented. They should be interesting and they should be useful. To make sure your training session meets these criteria, ask yourself two questions about your workshop content. Is it dynamic? Is it practical? If it isn't . . . change it.

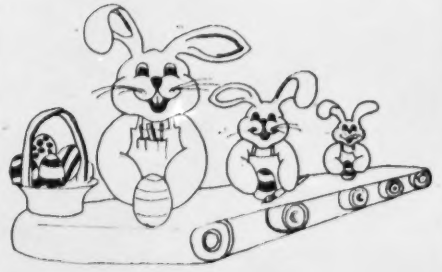
Curriculum Writing Tips

Once you understand the concepts, coming up with ideas for career education activities is easy. What isn't always quite as easy is writing your ideas down. Transferring a new approach to paper can be the hardest part of infusing career education.

The first thing to remember is that how you add career education emphasis to your instruction depends upon the general educational goals you hope to achieve. The grade level and the subject area you are concerned with also have an impact on the approach you select. An examination of two activities developed by Cashmere teachers illustrates these points.

The first example is of a unit designed by a team of 4th grade teachers. They decided to organize a panel of resource people employed in the health services area in order to add career education emphasis to a science unit about the functions of the human body. Increasing career awareness was defined as a general program goal. Actual career education content was, therefore, added to instruction.

In the second example to be discussed, a group of 7th grade teachers devised a new way to teach basic math skills. They organized a career education activity in which their students learned computation skills by ordering items from a catalogue. In this case, career education was used as a vehicle to achieve a math program goal. These approaches are different, but they have one big thing in common. In both units career education didn't replace basic education, it simply made that basic education more interesting and more relevant.



BULLETIN BOARD IDEA

To help students understand the assembly line method of manufacturing you could make a mural depicting a factory. This example shows the Easter Bunny's helpers in an egg painting factory. Students can add their personal touch to this bulletin board by designing their own eggs out of construction paper and adding them to the display, either pinning them along the conveyor belt or placing them in a basket of finished products. This idea could be adapted to other holidays. Near St. Patrick's Day, you could construct a representation of a factory showing work done by leprechauns, and during Christmas tiny elves could be shown making toys in Santa's workshop.

Two Examples

A close review of the two units just described will help illustrate the thought process which the teachers went through to transform their ideas into finished curriculum.

As can be seen on pages 27 and 28, a standardized form was used. This can be very helpful because once the various components are arranged in an organized fashion, all you need to do is fill in the blanks. A typical curriculum guide might include spaces for the grade level, the subject area, the career education concept to be utilized, specific objectives, and a large space to describe learning activities designed to meet

established goals. Spaces might also be delineated for listing resources to be used, or for describing evaluation plans.

As these forms illustrate, the initial step of writing curriculum is to clearly verbalize goals. In the health service unit, for instance, teachers defined this as the program goal: *The student will group cluster jobs according to similarity of job performances.* The teachers then identified several overall career education course goals: *The student is aware of various occupations related to health services. The student is aware of basic responsibilities and performance standards which are necessary to succeed in health careers. The student will become aware of working conditions in selected health careers. The student will recognize that some jobs have specific but common requirements for job success.* They then verbalized specific measureable learning objectives related to their general goal: *The student can describe at least 7 occupations in the health services. The student can identify tools and equipment utilized by specific occupations in health services. The student can role play a job interview and is able to tell the employer of his/her qualifications and what he/she will do if given the job. The student can match working conditions to selected careers in the Health Cluster. The student can list at least 5 important common requirements for all jobs in the Health Cluster.* Next, they identified learning activities. First, they administered a pre-test which asked students questions about health service careers (What does a doctor do? What does an orderly do? Would you like to be a nurse? Why?) The simple test covered a variety of occupations and was a useful tool for evaluating the effectiveness of the unit. (A copy of this pre-test/post test can be found on page 44.) The second activity, viewing a film strip, was included to give the students a feel for the health occupations area and help prepare them for the upcoming discussion with panel members. The main activity was having students listen to and question panel members. Each resource person talked about their occupation and the students then asked them specific questions. It might be noted here that special care was taken to avoid stereotyping roles. Teachers made an extra

CAREER EDUCATION ACTIVITIES

*Draw a vary large map of the United States and have children make cut-outs of workers in occupations which are related to different parts of the country. Explain to your students that a citrus grower, a lumber mill worker, a tobacco farmer, a car manufacturer, and a skyscraper construction engineer are individuals who live in a particular part of the country because of the kind of work they do. This unit would be appropriate for several grade levels. Young students could select careers connected with general regions. Older students might be asked to do research and find a specialized job for each state.

*An effective bulletin board idea for a high school level math class would be a display which compares the degree of application of math concepts (relation, trigonometry, vectors, complex numbers, axiomatic structure) to various careers. In a related activity students might write to the Bureau of Labor Statistics for information regarding the degree of math application at various levels of job attainment. Or, they could interview employees in math-related occupations and ask them about their training and how often they use their math skills during the performance of their jobs.

*This activity is designed to develop decision making skills. It consists of dividing students into small groups (2-5) and asking them to plan a residential area. Students would be provided with an empty map and asked to construct an imaginary city. This city might include the following features:

a. Two swampy areas
b. One golf course
c. Two residential areas
d. Three parks
e. Three major highways
f. Two light industrial areas
g. One heavy industrial area
h. One outlying shopping center
i. Two other commercial areas
j. Two elementary; one secondary school
k. Two railroad lines
l. One police department
m. One fire department
n. One court house
o. One hospital
p. One airport
q. Other significant landmarks

Groups would be allowed a limited amount of time to construct the map with symbols of their choice (Obviously, learning to work with a group in an important part of this unit). Students will present their plans to the class and give reasons for building their city as they did. This activity could relate to discussions on subjects as diverse as map reading, zoning regulations, or careers in urban planning.

Idea adapted from a unit designed by Independent School District 281, Robinsdale Area Schools, Robinsdale, Minnesota.

*Students in a social studies class might compare and contrast the degree of job choice in democratic and communistic nations. In this way students could analyze political and economic degrees of freedom.

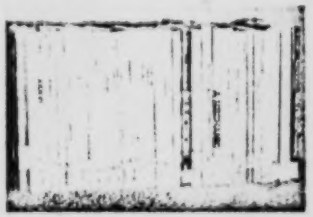
*This unit teaches decision making skills and utilizes simulation as a technique. It involves 'giving' students a certain sum of money and then constructing a situation where spending decisions have to be made. In a history class, for example, students might be asked to examine one of these suggestions: a) Hire more teachers for a special enrichment program in the schools, b) Design a program for inmates of the local prison, c) Add a new addition to the public library or d) buy a new fire truck. Students would then decide what additional information they would need to establish priorities and make final decisions. (Students could be supplied with additional 'facts' to aid them with the decision process.) In an English class the same format might be used. Students with a fixed 'budget' could be asked to select titles for new library books. They would have to decide which of the following classifications deserved the most money: science fiction, autobiography, history, reference, non-fiction, or general fiction. Again, additional information would be necessary (awareness of the titles already in the library, an understanding of terms like 'autobiography') before students could establish priorities and make decisions.

Idea adapted from a unit designed by the Bangor Public Schools Bangor, Maine.

WORLD OF COMMUNICATION
(Visual Media)
Grades 7-12
McKnight Publishing Company
Box 2854 - Dept. 3
Bloomington, IL 61701

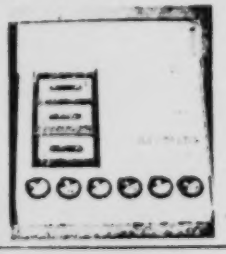
CAREER WORLD
Grades 7-12
Set of monthly magazines
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

EXPLORING CAREERS SERIES
Grades 6-12
One book for each of the U.S.O.E. Job Clusters
Lothrop, Lee, and Shepard
New York, New York



YOUR APTITUDES: YOU DO BEST
WHAT YOU ARE BEST FITTED TO DO
Grades 6-12
Book and questionnaire
Lothrop, Lee, and Shepard
New York, New York

THE JELLY BEAN COMPANY:
PERFORMING SERVICES
Elementary — Set of sound filmstrips
BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404



effort to find resource people who were employed in roles other than the traditional. The health care panelist discussing nursing, for example, was a man. In addition, they tried to select people from professional as well as nonprofessional occupational areas. The fourth activity utilized small group involvement as a teaching technique. Students selected an occupation which sounded interesting to them and then went with the resource person representing that career in order to learn more about their occupation and the tools they used every day in the performance of their job. After the panel experience, students were involved in additional learning activities. They made scrapbooks, wrote creative papers, and sent thank-you letters to panel members. Through these activities students developed Art and

Language Arts skills. Finally, students took the same test as was administered earlier. (As a special public relations effort, copies of the students' before and after statements were mailed to each resource person who participated in the panel discussion.) This then is a typical illustration of writing career education curriculum. It shows how infusion of career education concepts can make school more meaningful for the student.

In the math unit, the program goal was math oriented: *The student is able to compute with accuracy and efficiency in operating with numbers and expressions.* The career education course goal related closely to the beginning competency element: *The student will develop educational and occupational competency before moving on to the next stage of preparation for entering an occupation in the career area of his/her choice.*
The two student objectives focused on developing math skills: *The student will demonstrate mastery of basic computation skills. The student is able to compute percentage.* The learning activities designed to achieve these goals centered on what was essentially a simulation situation in which students used department store catalogues to "purchase" items. After a review of the necessary math skills, and a discussion of freight charges and sales tax, each student was allocated a specific amount of money. The students then listed items which they would like to purchase. The activity involved correctly filling out a mail order form, determining sales tax, estimating freight charges based on the weight of the purchases, and keeping within the assigned budget. Obviously, the fun of ordering merchandise included the need for certain math skills: addition, subtraction, and the computation of percentages. It might be noted here that this activity is particularly relevant in rural school systems, where direct access to the products offered in the catalogues may be limited.

Create Your Own

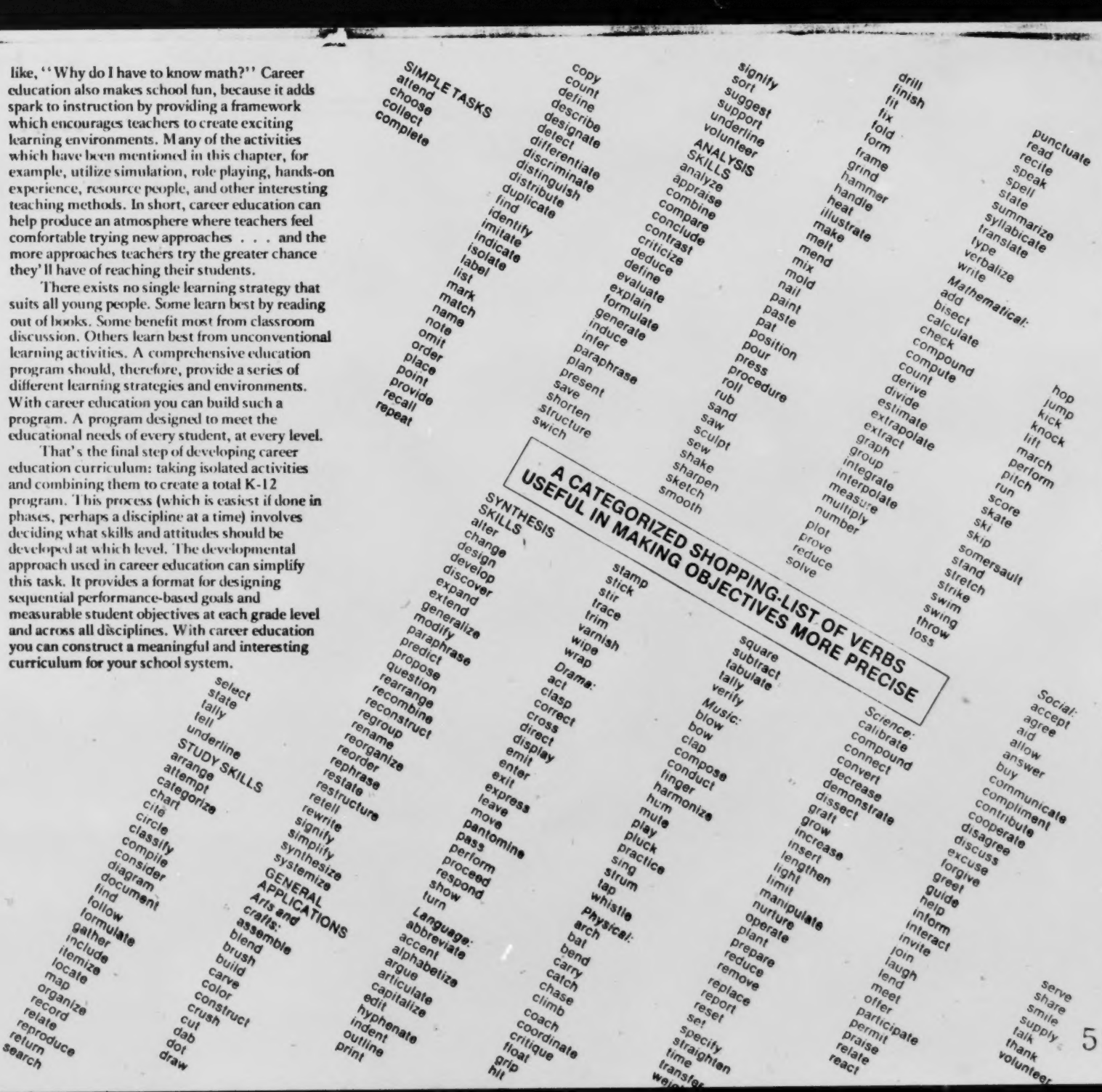
These two examples illustrate the flexibility to the career education approach. The health activity, although correlated with a science unit, was basically designed to communicate career education content, specifically the career awareness element. The math activity, on the other hand, emphasized teaching basic skills. It used career education as a vehicle, as one way of showing how math skills have practical importance. Both approaches to designing curriculum have value, and both should be taken into consideration as you design career education oriented instruction . . . instruction which can result in your students acquiring valuable living skills, developing new attitudes, enjoying school, growing faster, learning more.

Career education: it's simply a matter of taking your instruction and adding a little twist. Remember, of course, that because career education starts with present instruction what you're now teaching has to be good solid curriculum. You can't build a sturdy building on a shaky foundation. If yours is a basically sound approach, however, adding career education emphasis can only make it better. So go ahead. Create your own curriculum. You'll be surprised at the results. With career education previously uninterested students can be motivated to learn because they can now see the relationship between school and the world of work. School becomes relevant because there are answers to questions

like, "Why do I have to know math?" Career education also makes school fun, because it adds spark to instruction by providing a framework which encourages teachers to create exciting learning environments. Many of the activities which have been mentioned in this chapter, for example, utilize simulation, role playing, hands-on experience, resource people, and other interesting teaching methods. In short, career education can help produce an atmosphere where teachers feel comfortable trying new approaches . . . and the more approaches teachers try the greater chance they'll have of reaching their students.

There exists no single learning strategy that suits all young people. Some learn best by reading out of books. Some benefit most from classroom discussion. Others learn best from unconventional learning activities. A comprehensive education program should, therefore, provide a series of different learning strategies and environments. With career education you can build such a program. A program designed to meet the educational needs of every student, at every level.

That's the final step of developing career education curriculum: taking isolated activities and combining them to create a total K-12 program. This process (which is easiest if done in phases, perhaps a discipline at a time) involves deciding what skills and attitudes should be developed at which level. The developmental approach used in career education can simplify this task. It provides a format for designing sequential performance-based goals and measurable student objectives at each grade level and across all disciplines. With career education you can construct a meaningful and interesting curriculum for your school system.



HEALTH SERVICES

Subject Area Correlation: Human Body Unit — Science

Suggested Grade Level: Fourth

PROGRAM GOALS: The student will group cluster jobs according to similarity of job performances.

C.E. COURSE GOALS:

The student is aware of various occupations related to health services.
The student is aware of basic responsibilities and performance standards which are necessary to succeed in health careers.
The student will become aware of working conditions in selected health careers.
The student will recognize that some jobs have specific but common requirements for job success.

STUDENT OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
S.O. The student can describe at least 7 occupations in the health services. S.O. The student can identify tools and equipment utilized by specific occupations in health services. S.O. The student can role play a job interview and is able to tell the employer of their qualifications and what they will do if given the job. S.O. The student can match working conditions to selected careers in the Health Cluster. S.O. The student can list at least 5 important common requirements for all jobs in the Health Cluster.	1. Pre-test. 2. View film strip and discuss. 3. Listen to and question panel members. 4. Small group involvement — each student states their choice for group interest. Each student then is able to go with one of the resource people on a small group situation after the panel to learn more about that particular job. This is where the students explore the tools of each job. 5. Scrapbook activities: a) Creative writing "A Day In the Life of _____". 6. Thank you letters to resource persons. 7. Small group reports to class. 8. If invited the small group may walk to the place of business for a mini-field trip. 9. Post-test.	Resource Persons: Doctor — Veterinarian Nurse — Pharmacist Orderly — Nurses aid X-ray technician Dental hygenist Chiropractor Physical therapist Specialist Filmstrip: *Helping the Healing Hands* World of Work— Educraft Books: *Popeye the Sailor and Health Careers*, KING Features Media Resource Center.

CAREER EDUCATION CLUSTER: Health Services
ELEMENT OF CAREER EDUCATION: Career Awareness

PLANS FOR EVALUATION: Pre-test and post-test. The same test is used for both. A copy of the students statements is mailed to each resource person.

MATHEMATICS

Curriculum Content: Addition, Subtraction and Percentage **Suggested Grade Level: 7th**

PROGRAM GOAL: The student is able to compute with accuracy and efficiency in operating with numbers and expressions.

C.E. OUTCOME: The student will develop educational and occupational competency before moving to the next stage of preparation for entering an occupation in the career area of his/her choice.

STUDENT OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
S.O. The student will demonstrate mastery of basic computation skills. S.O. The student is able to compute percentage.	1. Read and discuss related pages of the text. 2. Participate in a class discussion of tax and identify the current percentage of sales tax charged for items. 3. Bring catalogue to class. 4. Discuss freight charges. 5. Students list items they would like to purchase with assigned amount of money ($100.00) 6. Spend an amount of money on items, not exceeding assigned amount and allowing enough to cover tax and freight charges. 7. Fill out mail order form correctly following specific instructions. 8. Students add columns of figures representative of expenditures using proper money notation. 9. Figure amount of tax on total purchases. 10. Locate freight chart and add the freight charges based on weight of purchases. 11. Adjust purchases if the total amount exceeds the assigned amount of money.	Text: *Mathematics in Life,* Scott Foreman 1977 Catalogue (Sears, Wards, Penney's, etc.) Order blank from catalogue Overhead transparency

PLANS FOR EVALUATION: The student, given addition, subtraction, and percentage problems involving amounts of money, will solve the problems using appropriate money notation.

ELEMENT OF CAREER EDUCATION: Beginning Competency.

ELIMINATING BIAS IN YOUR INSTRUCTION

The elimination of race and sex bias from instruction has become a contemporary educational goal. All across the country, educators have been trying to eradicate bias in a number of ways. It's an important task and a difficult one, because bias can be introduced very subtly. A recent paper from the U.S. Office of Education on bias in instructional materials, for example, cites six ways in which race and sex biases are commonly added to textbooks. A review of these issues may help you understand how pervasive the problem is.

Perhaps the most fundamental form of bias in instructional materials is the complete or relative exclusion of a particular group. Research suggests that textbooks published prior to the 1960's largely omitted any consideration of Black Americans within contemporary society. Spanish-speaking Americans and Asian-Americans continue to be absent from most textbooks, both in terms of their historical roles and contributions to our society and with reference to their current status. Many studies also indicate that women, who constitute over 51% of the U.S. population, represent approximately 30% of the persons or characters referred to throughout textbooks in most subject areas. All of these are examples of the existence of bias through *exclusion or invisibility*.

Stereotyping represents another way in which bias can be added. Stereotyping may occur in reference to any of a number of variables, such as physical appearance, intellectual attributes, personality characteristics, career roles, domestic roles, and social placement. Some of the stereotypes most frequently seem in textbooks include the portrayal of Asian Americans as laundry men or cooks, Mexican American as peons or migrant workers, Native Americans as either 'bloodthirsty savages' or 'noble sons of the earth', and the portrayal of women primarily as mothers (and only occasionally as nurses, secretaries, or teachers) and as passive, dependent persons defined in terms of their home and family roles. Stereotyping denies students a knowledge of the diversity, complexity, and variation which characterizes any group of human beings. Furthermore, persons who see themselves portrayed in stereotypic ways may internalize these stereotypes and fail to identify and develop their own unique abilities, interests, and potentials.

Textbooks may also perpetuate bias when they reflect only one perspective, aspect, or interpretation of a particular issue, situation, or group of people. This can be referred to as *imbalance or selectivity*. Some examples: with regard to Black Americans, textbooks often focus on the 'simplicity' of the freed slaves without referring to the previous restrictions on their education, experience, and behavior. In relation to Native Americans, many textbooks portray them as impediments to white settlement while ignoring the role of Indian guides in virtually every known white exploration.

Unreality is another form of bias: many researchers have remarked about the tendency of instructional materials to ignore facts which are unpleasant. Textbooks often ignore the existence of prejudice, racism, discrimination, exploitation, oppression, and intergroup conflict. Many contemporary textbooks, for example, focus on the achievements of individual Black heroes, and neglect the current status and problems of the large majority of Black people. Other minority groups also suffer from unrealistic textbook portrayals, as do women. Even though approximately 39% of the workforce is female, female workers are largely unrepresented in textbooks. When mention is made of women's employment, it is seldom accompanied by any specific reference to the jobs held by women or to the discrimination which is still experienced by large numbers of women workers.

Bias through *fragmentation and isolation* takes two primary forms. First, content regarding minority groups and women may be physically or visually fragmented and isolated by being delivered in separate chapters or even in boxes to the side of the page ("Ten Distingushed Black Americans"). Second, racial-ethnic minority group members and women may be depicted as interacting only with persons like themselves, never contacting or impacting the dominant culture. Fragmentation and isolation imply that the history, experiences, and situations of minority and female peoples are somehow unrelated to those of the dominant culture.

Language is also a powerful conveyor of bias in instructional materials. Use of the generic 'he' is an obvious source of sex bias, but there are also many subtle forms of *linguistic bias*. Native Americans are frequently referred to as 'roaming, wandering, or roving' across the land. These terms might be applied to buffalo or wolves; they suggest a merely physical relation to the land, rather than a social or purposeful relation. Such language implicitly justifies the seizure of Native lands by more goal-directed white Americans who 'traveled' or 'settled' their way Westward. The nineteenth amendment of the Constitution is often described as 'giving' women the right to vote. How different the message would be if the amendment were described as 'recognizing' or 'guaranteeing' a right to which women were entitled by virtue of their citizenship as Americans.

These six issues were raised in reference to instructional materials, but they have application to all aspects of teaching because they clearly illustrate that there are many ways in which bias can infiltrate. Teachers should consider this information and closely examine the materials they use, as well as the beliefs they hold, and the activities they organize, to see if any of these forms of bias are evident.

Of special importance in a school system with a career education outlook, is bias related to career areas. Stereotyping of career opportunities by race or sex limits the potential of our youth by creating barriers to career decision making. Removing bias from instruction is, therefore, a special part of the career education concept.

Particular emphasis has been placed on changing the prevalent attitude that there are 'female careers' and 'male careers'. To do this in your school system, affirmative action must be made to focus on equal opportunities. Extra effort might be taken to show women and men in nontraditional roles: women as mail carriers, construction workers, and firefighters . . . men as elementary teachers, librarians, and interior decorators. Here, for example, is a list of some activities that might be infused into an existing school program to help reduce sex stereotyping in career choice:

- Have language art students do biographies of people in non-traditional career roles.
- Have students make a collage of men and women at work. Discuss the types of jobs depicted. What similarities are there between the jobs for women men? What differences are there? Why?
- Infuse a unit on the rights of women workers into a history or government unit.
- Have social science students do a survey of school students to determine their attitudes about 'proper' roles for men and women.

HOW SEXIST AM I AS A TEACHER?

Teachers might ask themselves these questions in order to assess their sex biases.

1. Do I expect behavioral differences in boys and girls? (Boys to be loud and rough girls to be more quiet and gentle.)
2. Do I expect a difference in academic preference between boys and girls? (Boys favoring math and science—girls preferring reading and art.)
3. Do I tend to discipline girls leniently and boys strictly?
4. Do I find myself taking a different tone of voice with a boy than a girl?
5. Do I emphasize attractiveness in reference to girls and strength and abilities in reference to boys?
6. Do I use resource people in the classroom to show the changes in sex roles? (A woman changing a tire, a man changing a diaper, a women carpenter, a male librarian, a mother and father who both work outside the home and how they share the household maintenance.)
7. Do I ask girls to do the housework tasks and call on boys to do the chores involving strength? (Girls do the decorating at a party, boys run the active games.)
8. Do I involve fathers as much as mothers in my communication with the child's home?
9. Do I do all I can to see that extra curricular activities are with boys and girls together? (P.E., music, lunch, interest clubs.)
10. Do I make an effort to change sex stereotyped materials that are used in my classroom?

Teachers interested in eliminating bias from their instruction could learn more about the topic by reviewing any of these excellent resources:

TODAY'S CHANGING ROLES: AN APPROACH TO NON-SEXIST TEACHING
National Foundation for the Improvement of Education
Suite 918, 1156 15th St., N.W.
Washington, D.C. 20005

ISSUES OF SEX BIAS AND SEX FAIRNESS IN CAREER INTEREST MEASUREMENT
U.S. Government Printing Office
Washington, D.C. 20212

STEREOTYPING
A Career Education Learning Package
Benson, Carlson, and Larsen Publishers
2029 Palace Avenue
St. Paul, Minnesota 55105

SEX FAIRNESS IN CAREER GUIDANCE: A LEARNING KIT
Grades 7-12
ABT Publications
55 Wheeler Street
Cambridge, Mass. 02138

Chapter 4

The Total School System Involvement

Because they are the ones who infuse the concepts and actually create new curriculum, classroom teachers are the key figures in implementation of career education. The success of a complete program, however, does need support from other areas: instructional media specialists, guidance staff, administrators, and community members all have special contributions to make. Chapter 5 discusses the many ways community resources can be utilized to add to the effectiveness of career education curriculum. This chapter will focus on roles which other supportive groups play.

The Role Of The Instructional Media Specialist

Access to a well-organized collection of career education materials can be invaluable to teachers who infuse career education into their instruction. In addition, the availability of career information is important to students who are exploring career options. The instructional media specialist interested in career education, therefore, should make every effort to collect relevant materials, catalog them for easy retrieval, and make sure teachers and students know they are available. The first step is determining what career education oriented materials are presently available. These materials might be removed from the shelves and set aside to form the nucleus of a resource center, or the instructional media specialist might leave them where they are, but organize a special career education card catalog to direct teachers and students to the appropriate areas. In addition to providing books, paperbacks, school catalogues films and film strips which can be checked out of the library, the instructional media specialist might want to develop some unconventional materials. For example, 'career kits' could be prepared which include tapes, film strips clippings, pictures, and pamphlets on specific careers. A vertical file could be started which includes magazine articles, newspaper clippings, pictures, and posters. These materials might be filed by occupational clusters with cross references. An especially valuable resource might be a comprehensive bibliography of all the career education materials in the surrounding area. What one school doesn't have, another nearby school might. This bibliography could include books and paperbacks, both fiction and non-fiction, pamphlets, and audio visual materials. This list would, of course, have to be updated frequently.

One special service instructional media specialists might initiate is to provide a file on resource people and places in the community. This resource file could include names of former students, senior citizens, business, labor industry, and professional representatives, and school personnel.

Instructional media specialists might adopt a classification scheme like this one in order to aid organization of career education resource materials. This form was designed by Ronald Koontz for the U.S. Office of Education.

A. _____ Retrieval Number

B. _____ Title or Brief Description of Material

C. _____ Source & Date of Material

D. Educational Level
- ___ 1. Preschool
- ___ 2. Early Elementary (K-3)
- ___ 3. Upper Elementary (4-6)
- ___ 4. Junior/Middle (7-9)
- ___ 5. Senior (10-12)
- ___ 6. Post-Secondary
- ___ 7. Adult

E. Discipline and Content Area
- ___ 1. Agriculture
- ___ 2. Art
- ___ 3. Business
- ___ 4. Distributive Education
- ___ 5. English Language Arts
- ___ 6. Foreign Languages
- ___ 7. Health Occupations
- ___ 8. Health and Safety in Daily Living, Physical Education and Recreation
- ___ 9. Home Economics
- ___ 10. Industrial Arts
- ___ 11. Mathematics
- ___ 12. Music
- ___ 13. Natural Science
- ___ 14. Office Occupations
- ___ 15. Safety and Drivers Ed.
- ___ 16. Social Sciences
- ___ 17. Technical Education
- ___ 18. Trade & Industrial Occup.
- ___ 19. Cocurricular Activities
- ___ 20. Differentialized Curriculum for the Handicapped
- ___ 21. Gen'l. Elem. & Sec. Education
- ___ 22. Career Adaptability Skills
- ___ 23. Career Guid. & Counseling
- ___ 24. Career Information
- ___ 25. Community Relations
- ___ 26. Cooperative Work Exp.
- ___ 27. Evaluation
- ___ 28. Follow-up
- ___ 29. Management
- ___ 30. Placement
- ___ 31. Staff Development
- ___ 32. Other _____

F. Career Cluster
- ___ 1. Agri. Bus. & Natural Res.
- ___ 2. Business and Office
- ___ 3. Communications and Media
- ___ 4. Consumer and Homemaking Ed.
- ___ 5. Construction
- ___ 6. Environmental Control
- ___ 7. Fine Arts and Humanities
- ___ 8. Health
- ___ 9. Hospitality and Recreation
- ___ 10. Manufacturing
- ___ 11. Marine Science
- ___ 12. Marketing and Distribution
- ___ 13. Personal Services
- ___ 14. Public Services
- ___ 15. Transportation

G. Career Education Stage
- ___ 1. Career Awareness
- ___ 2. Self Awareness
- ___ 3. Career Exploration
- ___ 4. Career Decision Making
- ___ 5. Career Preparation
- ___ 6. Career Entry
- ___ 7. Career Advancement

H. Special Groups
- ___ 1. Culturally Different
- ___ 2. Ethnic
- ___ 3. Female
- ___ 4. Gifted and Talented
- ___ 5. Incarcerated
- ___ 6. Mentally Handicapped
- ___ 7. Physically Handicapped
- ___ 8. Problem Reader
- ___ 9. Senior Citizen
- ___ 10. Other _____

I. Type of Material
- ___ 1. Administrative Material
- ___ 2. Bibliography or Directory
- ___ 3. Curriculum Guide
- ___ 4. Evaluation Instrument
- ___ 5. Instructional Unit
- ___ 6. Instructional Module
- ___ 7. Laboratory-Practice Manual
- ___ 8. Simulation Situation
- ___ 9. Student Workbook or Manual
- ___ 10. Teacher's Guide
- ___ 11. Textbook
- ___ 12. Audio Tapes
- ___ 13. Cassettes
- ___ 14. Films ___ 8 mm ___ 16 mm
- ___ 15. Filmstrips
- ___ 16. Records, Discs
- ___ 17. Slides
- ___ 18. Transparencies
- ___ 19. Video Tapes
- ___ 20. Activity Kits
- ___ 21. Games
- ___ 22. Puzzles
- ___ 23. Tools and Related Items
- ___ 24. Other _____

A CLASSIFICATION SCHEME FOR CAREER EDUCATION RESOURCES
Ronald G. Koontz
U.S. Office of Education

INFORMATION CENTER IN CAREER EDUCATION
Models for Career Education in Iowa
Department of Public Instruction
Des Moines, Iowa

HOW TO DEVELOP A LIBRARIAN'S ROLE IN CAREER EDUCATION
Rita Rush
State Project to Implement Career Education
227 West 27 Street
New York, New York 10001

DEVELOPING LOCAL CAREER INFORMATION SYSTEMS
Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

EDUCATORS HANDBOOK FOR SECONDARY CAREER GUIDANCE PROGRAMS
New Hampshire Guidelines
State Department of Education
Concord, New Hampshire

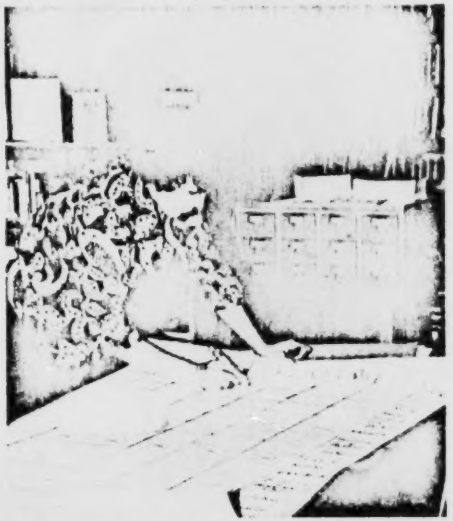
BEHAVIORAL OBJECTIVES
A procedural and training guide for the development of behavioral objectives for career guidance.
Valija Axelrod, Mary M. Korfhage, Karin S. Whitson
The Center for Vocational Education
The Ohio State University
Columbus, Ohio

CAREER COUNSELING IN THE RURAL SCHOOL
John D. Hartz, Susan J. Kosmo,
Wayne A. Hammerstorm
Wisconsin Vociational Studies Center
The University of Wisconsin
Madison, Wisconsin

FACILITATING CAREER COUNSELING AND PLACEMENT
Desk Reference
Jan L. Novak, Wayne A. Hammerstom,
Doris C. Koreitlow, John D. Hartz, Susan J. Kosmo
Wisconsin Vocational Studios Center
The University of Wisconsin
Madison, Wisconsin

AN INDIVIDUALIZED APPROACH TO CAREER COUNSELING AND CAREER PLACEMENT
John D. Hartz, Susan J. Kosmo, Jan L. Novak,
Doris C. Kreitlow, Wayne A. Hammerstrom
Wisconsin Vocational Studies Center
The University of Wisconsin
Madison, Wisconsin

Cooperation from the faculty would be necessary to compile this information. When teachers have resource people into their classroom, they could give the instructional media specialist the name and phone number of the speaker, as well as a summary of topics covered during the activity. The same could be done for field trips: teachers could provide a description of the field trip and the name of a contact person. In this way, a complete list of resource people and places would be made available to interested teachers. (A file of this nature would be particularly helpful to teachers who are new to the area.)



Finally, instructional media specialists could gather materials for a special 'idea file' for educators. This file might include any of the following:

a. Information on games, simulations, and role playing.
b. Ideas for career education oriented bulletin boards, displays, murals, or posters.
c. Copies of survey questionnaires which can be duplicated.
d. Forms for interviews.
e. Copies of career education newsletters from other school systems.
f. Copies of any materials that teachers have found successful and are willing to share with other teachers. This might include curriculum guides, teaching units, or short descriptions of specific activities.

There are many ways in which instructional media specialists can help create more effective career education programs; as these suggestions indicate, their primary role is to assist students and teachers in any way possible in their search for career education materials.

Career Guidance

Career guidance, a vital and integral part of the overall career education approach, is a concept which sometimes needs clarification. Perhaps the most important thing to remember is that career guidance is continuous, sequential, and developmental in nature. It is not a one-time effort provided near the end of a formalized education program. It is a life-long process. In addition, an effective career guidance program permeates the entire school curriculum. It is not something which can be separated out as purely and simply a guidance function. Indeed, career guidance often involves the total school staff, and the full resources of the community. It is not (and should not be) limited to the counselor's office. Thus, the basic philosophy of career guidance within a dynamic career education oriented curriculum suggests that career guidance should be a K-12 program involving all available resources.

There are several additional components which further define the contemporary concept. First, career guidance must be made available to all students. Second, career guidance is not confined to the development of an awareness of occupations: it provides for broader exploration, helping students develop self-awareness as well as

CAREER GUIDANCE IN RURAL SCHOOLS

There are many reasons to believe that a career education program offering comprehensive career guidance may be more important in rural schools than in urban settings. Current social trends indicate that rural communities, for the most part, are characterized by declining population and a concomitant diminishing number and variety of jobs. In these rural communities are young people who, unable to find satisfying employment, move to urban areas. Once there, they find adjusting to an unfamiliar environment and finding a meaningful occupation are major problems. Many of those who migrate in search of employment find that jobs in unskilled and semi-skilled occupations are scarce. They also quickly discover they can't compete for jobs in other areas, they lack the educational or vocational training necessary for placement in the professional, technical, and skilled occupations which are available in the city.

This situation can be related to several unique disadvantages shared by most rural students: they are less likely to have complete vocational education programs, their general curriculum is less comprehensive, and they have fewer opportunites to see a wide variety of occupations in practice or obtain valuable job experience. Counselors in rural school systems should consider these probems and attempt to create programs which will help young people overcome these natural disadvantages.

CAREER GUIDANCE ACTIVITIES

The following list suggests some career guidance oriented activities which counselors could help teachers implement.

- Have students keep a personal diary of their activities for one week. Have them note likes and dislikes and discuss in small groups the relationships to tentative career choices.
- Structure a role playing situation of a student as a grandmother, mother, and herself in the future. Emphasize the changing historical role of women.
- Have students survey others (parents, teachers, workers) to determine how they rank the various rewards of work.
- Have students spend a day with parents or close friends at their place of employment and report back to the class on the various occupations observed.
- Debate whether a job is an expression of your personality or whether the job tends to create a certain type of personality.
- Play a "nickname of occupation matching game," for example, cop, greasemonkey, strawboss , leatherneck, saw bones, frogman. Discuss possible stereotypes of the occupations implied by the nicknames.
- Have students make drawings or self-portraits and ask:
  How do you see yourself?
  What traits or skills do you have that you like?
  What traits or skills would you like to develop?
- Have students study how various work roles relate to leisure time activities and family life activities.
- Ask students to describe their reasons for course selection as they relate to occupational goals.
- Use puzzles, games, and exercises to illustrate the decision making process.
- Have students survey different popular magazines, films, and newspapers to determine how various occupations are portrayed.
- Have students list occupations which have some very specific physical characteristic requirements, such as, professional sports, heavy construction, or highspeed assembly line work.
- Have students write a letter of reference about themselves for an imaginary position.
- Have the class name some occupations requiring special kinds of personality traits.
- Have students develop skits about various work settings (an assembly line, a sales conference, a hospital, a construction site) and discuss the talents or skills that seem to be necessary to carry out the various roles.

an increased awareness of their relationship to the world around them. Third, the emphasis in career guidance is not on what career an individual chooses, but rather that individuals have the opportunity for choosing a career rather than falling into a job.

This conceptualization of career guidance may be broader than many definitions with which counselors are familiar. If this is the case, they may need to expand their career guidance program in line with the breadth of this approach. One effective action which could be taken would be to involve the faculty in guidance. Once we accept the premise that career guidance should be part of the total curriculum, (for all students at all levels) then it becomes obvious that the individual in your school who is responsible for career counseling can hardly handle the job alone. It would be helpful, therefore, to create a situation where teachers accept some responsibility for guidance.

In response to this situation, many rural school systems have organized advisor/advisee programs which are coordinated by school counselors. A typical advisor/advisee program might work like this: each staff member would have 18-22 students in a group, representing both boys and girls. These groups would meet every day for a short amount of time, 20 minutes for example, and become involved in guidance ori nted activities. Counselors would prepare an assortment of activities from which faculty members would select. Activities might include those which deal with interpersonal relationships, values and life-style, job seeking skills, or skills in decision making. A particularly strong feature of a program of this nature is that it gives all students an opportunity to become members of a group. Since each student has a first and second choice for an advisor, and since all advisors consent to each member in their group, cohesive units often evolve. This benefits those students who are not involved in cocurricular activities, such as sports or student government. The potential of advisor/advisee groups could also go beyond the functions just described. Faculty advisors could be called upon to help with individual guidance, such as scheduling classes or coordinating work experience situations. Or they could act as a liason between other teachers and students in their group. To perform these duties, of course, the instructional staff will need some in-service training. Guidance staff will have to spend time with the faculty, giving them instructions on how to conduct group guidance sessions and one on one counseling formats. This training could take place during career education oriented workshop sessions.

Other school systems have found advisor/advisee programs to be valuable tools. They represent one effective way to involve everyone in guidance activities . . . one way to offer rural students professional and yet personal advice.

Placement is another area where a cooperative effort seems to be effective. This is particularly true in a career education oriented school system where placement (like career guidance) is an on-going process, not a one-shot deal for the graduating senior. A comprehensive view of placement contends that each student's education consists of a series of learning experiences, each built on those that precede it. Therefore, preparing young people to enter the work force or continue their education is the responsibility of teachers at all levels. Of course, the final job of actually helping students find appropriate vocational training schools, job sites, or colleges is generally delegated to the guidance staff. In a school with a career education outlook it's a big job. That's because with career education, helping *all* students is so strongly emphasized. (In typical academically oriented schools there is a tendency to screen out students who are not planning on attending college. There is no way to screen anyone out of career education.) Furthermore, it's a particularly big job in rural school systems, where the surrounding community may not offer the opportunities young people are seeking. In rural environments, counselors often have to expend extra effort to place students in ideal positions.

The Administrator's Role

Involvement by enthusiastic administrators can have a great impact on the success of career education programs. Their position and special expertise ideally suits them for certain responsibilities in relationship to the development of such programs. These responsibilities fall into two areas: leadership and support.

Fulfilling the leadership function might include sponsoring a preliminary survey of existing school services, facilities, and resources to determine the school's readiness for a career education program, discussing potential budgetary requirements with the board of education, assisting with selection of advisory committee members, or organizing general staff meetings to discuss approaches to establishing a career education program.

FORMS IN YOUR FUTURE
M. Goltry
Learning Trends
Globe Book Co., Inc.
175 5th Ave.
New York 10010

GUIDANCE PROGRAMS AND PRACTICES IN RURAL AND SMALL SCHOOLS
ERIC/CRESS
National Educational Laboratory Publishing, Inc.
813 Airport Blvd.
Austin, Texas 78702

THE SCHOOL COUNSELOR AND CAREER EDUCATION
Kenneth B. Hoyt
U.S. Department of Health, Education, and Welfare
Office of Education
Washington, D.C. 20202

CAREER GUIDANCE: WHO NEEDS IT, WHO PROVIDES IT, WHO CAN IMPROVE IT
Eli Ginzberg
McGraw Hill Book Company
Del Monte Research Park
Monterey, California 93940

CAREER GUIDANCE—CAREER EDUCATION
MONOGRAPH #6
Cliff Helling and Eldon Ruff
Center for Occupational Education
North Carolina State University
Raleigh, North Carolina

CAREER EDUCATION: GUIDANCE IN THE ELEMENTARY SCHOOL
George E. Hill
ERIC Clearinghouse
Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

CAREER GUIDANCE PRACTICES
A resource guide of suggested group guidance and counseling techniques for use in the home, school, and community.
Helen M. Davis, Richard E. Green, Valija Axelrod, Harry N. Drier, Karen S. Kimmel
The Center for Vocational Education

VALUES CLARIFICATION
A Handbook of Practical Strategies for Teachers and Students
Simon, Howe and Kirschenbaum
Hart Publishing Company
New York

EDUCATORS GUIDE TO FREE GUIDANCE MATERIALS
Mary H. Saterstrom, et al
Educators Progress Service, Inc.
Randolph, Wisconsin

The support function might involve activities like this: encouraging staff members to secure additional knowledge about career education, (perhaps suggesting specific college courses or on-site visits to programs already in existence) volunteering to speak to various community groups about the career education approach, or helping arrange in-service education activities for staff members.

More than anything, administrators need to let faculty know they feel the career education approach is valuable. Their positive attitudes can encourage teaching staff to creatively infuse career education concepts into their instruction.

These ideas for actions which could be taken by administrators, guidance personnel, and instructional media specialists are simply suggestions. Depending on the structure of your school system some of these activities might be more appropriately delegated elsewhere. On the other hand, there may be an instructional media specialist, counselor, principal, or superintendent who is willing to accept more responsibilities than those described. If that's the case, your program will be the better for it because these people have special skills and abilities which are important to the success of a complete career education program.

A PLACEMENT ACTIVITY

designed by the Mt. Ararat Guidance Department
Topsham, Maine

The Mt. Ararat School Guidance Department in Topsham, Maine conducts a job-seeking/job-keeping seminar for their graduating seniors. This activity, which has been considered quite effective by staff and students, might be a good project for your area. The organization of this seminar should be adapted to fit your special circumstances, but the following description might give you some ideas about formats and procedures which could work.

The Mt. Ararat guidance staff identified three major goals for their one-day intensive seminar:

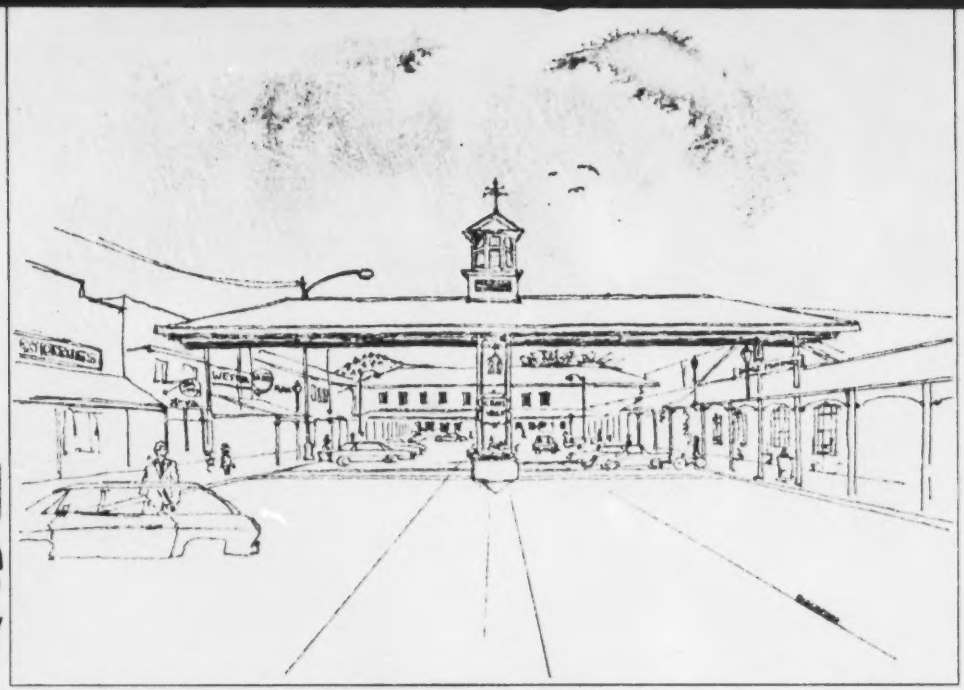
1) To enable students to evaluate their own strengths and weaknesses so they are seeking jobs which they stand a chance of getting, and which will provide them with some personal satisfaction.
2) To provide students with the basic tools needed to be competitive job seekers. These include the techniques of filling out applications, interviewing, knowing how to dress, etc.
3) To provide students with an understanding of the world of work, their responsibilities to employers, and their employer's responsibilities to them so they will be better able to hold on to a position once they have found one.

This is how they organized the project: the seminar was designed to accommodate between thirty and sixty students, with four instructors and four guest speakers. The day started with a large general session. During this meeting students were introduced to the objectives of the course. Each student then took a pre-test and was given a job packet. Students then broke up into four smaller groups where they discussed the contents of the job packets. Faculty members asked them to discuss why they thought the various items were included in the folder and what their feelings were regarding the importance of these items. Each packet included:

a) A pre-test and post-test
b) An agenda of the day's program
c) A help-wanted section from the newspaper
d) A synopsis of the yellow pages
e) A list of employment agencies
f) A blank data card (when completed it would include all the information necessary to fill out a job application, ie., references, dates of previous employment)
g) A resume form
h) A sample letter of application
i) Information on applications for Federal jobs
j) Sample phone calls to employers
k) Sample application forms
l) Pre-interview checklist
m) Pre-employment checklist
n) Pamphlet: "Job Hunting? Look Here . . ."
o) Pamphlet: "After High School What?"
p) Labor laws

Students were given time to fill in the blank data card to keep for future reference and to take on job interviews. The groups met together again to hear employers discuss what they look for in an interview; then divided into two groups. These groups alternated between a discussion with an employer and mock interviews. The mock interviews gave students a chance to see both sides of an interview situation. Groups were further subdivided into employers and employees; half were give descriptions of the job they were hiring someone to fill; the other half were assigned to respond to newspaper want ads. Employer and employee-students met in separate groups to discuss their roles in an interview; then students simulated actual interviews and were either hired or rejected. During the next session the students watched video-tapings of both a good and a poor job interview and were asked to mention their experiences relating to what they had seen. After this heavy saturation on pre-job preparation, students met with recent high school graduates who elected to go to work rather than attend college or vocational school, and heard the employee's side of work. The final session included a post-test and an evaluation of the day's events. At this time each student set a specific time to meet individually with the placement counselor to map out his or her job seeking campaign.

Chapter 5



Involving The Community

Involving the community in your career education program can help provide students with the experiences they'll need to develop the attitudes, skills, knowledge, and self-awareness necessary to make satisfying career decisions. Indeed, the most successful programs rely heavily on the resources of the surrounding area to communicate the career education message to their students.

There are many ways for you to generate this valuable collaboration with your community. In this chapter, four major areas will be discussed: forming advisory groups, identifying and utilizing community resources, involving parents, and informing the public about career education. Each of these areas is significant: all of them should be part of a comprehensive career education program.

Forming Advisory Groups

If properly organized and effectively utilized an advisory committee can be invaluable to educational personnel who want to build a solid career education program. One major reason for forming a career education advisory group is to facilitate communication between the community and the school system. Educators need to know what's going on in the community, and the community should know what the school is doing and is capable of doing. In addition to this communication function, advisory groups can be an important source of current information about the world of work. Advice from group members can help teachers stay abreast of developments in agriculture, business, labor, industry, and the professions. Teachers will therefore be better prepared to communicate to their students the qualifications and requirements in various career fields. Members could also help keep educators informed about the types of employees needed within the community, as well as offer their opinions about long range projections in various occupational areas across the country. In addition, they could suggest ways in which occupations can relate to various disciplines and offer their ideas about how teachers could incorporate careers into their instruction. Finally, they could share their impressions about the types of employee attitudes they feel should be developed in young people. In short, an advisory group can provide support and advice not easily obtainable elsewhere. With their assistance, career education programs can become an integral part of the community.

A career education advisory committee can best serve the school system and the community if the members are carefully selected. Committee members should represent a broad spectrum: the group should be composed of parents, people employed in as many areas as possible, both men and women, students currently enrolled in school, and perhaps an educational representative (a guidance staff member involved in career counseling might be an appropriate addition). Efforts should be made to get a good cross-section of owners, labor union officials, and employees. Group members should also exhibit certain personal characteristics. They should be interested, willing to work, and able to devote their time. They should also have the ability to express their convictions (and a willingness to defend them) without attempting to dominate discussion. With these characteristics in mind, a list of potential members could be developed. If your school system has a Vocational Education Director, that individual, because of previously established connections with the business community, might be a good source for suggestions concerning names of prospective group members. The individual responsible for organizing the career education advisory committee (in many school systems administrative personnel have accepted this task) should talk to these individuals on a person-to-person level. On the basis of the interest which possible committee members express in the program, the list could be refined to final committee size. An original list of 12-15 people might be whittled down to 7-9 individuals. The final list should be presented to the superintendent and/or the school board for their approval.

After membership has been established, the organizer should call an orientation meeting. This initial meeting will be important. If it is well conducted, new members will come away with a solid understanding of career education and an awareness of their function as part of the total program. The following checklist will assist the

CAREER EDUCATION:
COMMUNICATING THE CONCEPT
Scott M. Cutlip
ERIC Clearinghouse
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

INVOLVING THE COMMUNITY IN
CAREER EDUCATION
Robert M. Isenberg, Joel Smith, C. E. Monograph
Center for Occupational Education
North Carolina State University at Raleigh

CAREER EDUCATION: A PROSPECTUS FOR
BUSINESSMEN AND THE COMMUNITY
Michigan State Chamber of Commerce
501 S. Capitol Avenue, Suite 500
Lansing, Michigan 48933

ADVISORY COMMITTEE FOR CAREER EDUCATION
Career Educaton Project
Cashmere School District
Cashmere, Washington 98815

USING FIELD TRIPS
Staff Development Program for Promoting More Effective Use of Community Resources in Career Education
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

USING RESOURCE PERSONS
Staff Development Program for Promoting More Effective Use of Community Resources in Career Education
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

USE OF LOCAL COMMUNITY RESOURCES
Staff Development Program for Promoting More Effective Use of Community Resources in Career Education
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

COMMUNITY RESOURCES AND
CAREER EDUCATION
Staff Development Program for Promoting More Effective Use of Community Resources in Career Education
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

responsible person in preparations for this first meeting :

1. Inform each member of the date, time, and place of the meeting several days in advance, preferably in a personal letter.

2. Send an invitation to the school administration.

3. Prepare an agenda for the meeting. Orientation of the members is, of course, the main objective. The following agenda suggests a possible format:
   a. Welcome and remarks by the chief school administrator.
   b. Introduction of the members.
   c. Description of the nature and objectives of the career education program.
   d. Discussion of the part the committee will play in the development of the career education approach.
   e. Questions from the participants.
   f. Set date for the next meeting.
   g. Adjournment.

4. Start and adjourn on time.

5. Arrange for refreshments.

6. Make a friendly phone call to the committee members to thank them for attending.

During subsequent meetings committee members might help answer any of these questions: what are some ways in which community resource people might be indentified? What procedures should be utilized for contacting community resource people? Who should initiate this contact? How might work experience programs be best organized to serve both the students and the community? How could interested community agencies and organizations contact school officials with respect to career education relatel activities? These issues, and many others, could be effectively discussed by advisory group members. In fact, their special insight could add a valuable new outlook to *any* topic which might be presented to them. So, school personnel shouldn't hesitate to ask their advice, as long as they remember two things. First, ask advice frequently, but never unnecessarily. Second, provide positive feedback. Advisory group members should be told when their suggestions have been used by the school administration, as well as fully informed about general progress being made. If they are assured their involvement is appreciated and valuable, their continued participation and interest will be easier to maintain. This is important because their contribution will help school systems develop realistic career education programs carefully tailored to match community resources and meet community needs.

Using Your Community

There are more than 25,000 jobs from which todays young people have to select. This means there are also over 25,000 jobs which teachers must consider as they try to decide which ones to expose their students to . . . 25,000 jobs. Where do you start? How about with the obvious. Look outside the classroom and around your community to see what it has to offer. A careful perusal will show that even the smallest towns can provide ample opportunity for exposure.

Look at it this way: does your community have a grocery store? If it does, it could be used as a teaching environment where students could explore the various occupations immediately apparent, as well as study math concepts by learning about comparative shopping, explore art-oriented careers by examining package design, or relate their chemistry skills to information about food packaging and preserving.

Is agriculture the main industry in your area? If so, students can use this as a basis for studying production, distribution, and consumption. They could trace the commodity grown in your area from the source to the finished product . . . wheat to bread, cotton to clothes, oranges to juice. During this process

THE ROLE OF THE ADVISORY COMMITTEE

A career education advisory committee is a group of people outside of the educational profession. Committee members, made up of representative laymen, advise and assist educational personnel in the building of a sound career education program. These are some of the ways in which a committee of this nature might be of assistance. They could:

- Provide direction to curriculum development in order to insure relevance to the world of work.
- Serve as a "sounding board" for community sentiment.
- Supply technical information when needed.
- Provide public relations for programs in the community.
- Lend validity to proposals for and expanded programs.
- Increase teacher confidence in moves toward program improvement.
- Assist in development of work experience programs.
- Serve as a team for assessment and evaulation of career education programs.
- Assist with activities of youth organizations
- Review and revise career education budget and make recommendations to school administration.

from DEVELOPING ADVISORY COMMITTEES
Northwestern Vocational Curriculum Management Center

students could learn about people employed in all sorts of associated occupations: horticulturists, tractor manufacturers, farm workers, crop dusters, factory workers, truck drivers, marketing experts, consumers.

Does your community have a post office, a bank, a restaurant, a newspaper, or service station? If the answer is yes, you've opened up a number of other exiting possibilities . . . opportunities to increase your students' awareness of various careers and show them (in a very real way) that the things they learn in school have practical application in the world of work.

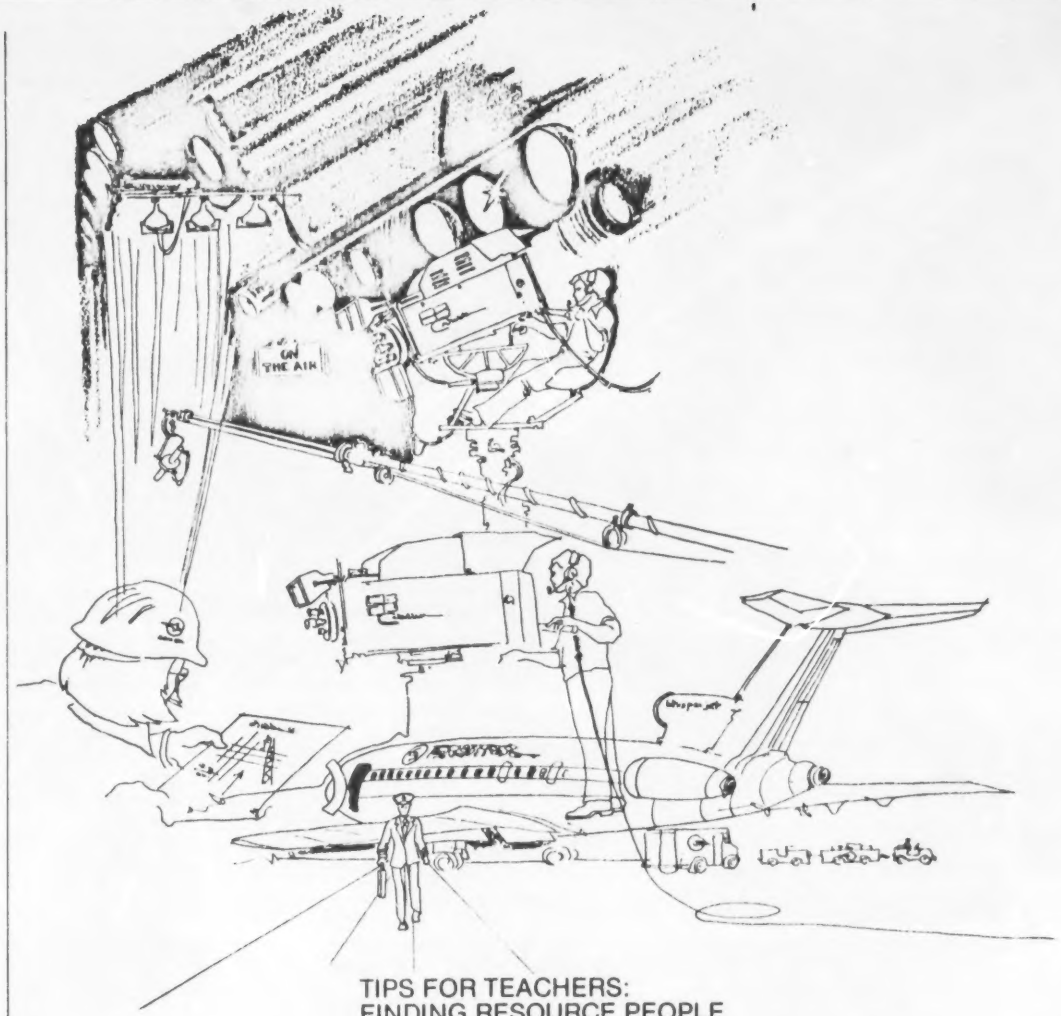
Once you stop and think about it, there is probably a surprising variety of places in your community which could be utilized, and there is bound to be an equally astonishing assortment of people. Does your community have a plumber, doctor, welder, beautician, mechanic, veterinarian, or law enforcement officer? It probably does . . . and you can be sure many of these people will be willing to come to your classroom and talk about their work. That's what community involvement is all about: it brings the community into the school and projects the classroom into the community. It's an exciting aspect of career education which can be part of your program.

There are two basic ways in which community resources may be used to help students learn: working people from the community may be invited to come into the classroom and talk to students about their work, or students may visit workplaces in their community to learn directly from people engaged in various occupations. In short, there are *in-school activities* and *workplace activities*.

In-School Activities

Here are some ideas on how to go about creating in-school activities which utilize community resources. The first step is to examine your instruction and select a unit to which career education emphasis could be added by inviting a resource person to speak to your students. In other words, you need to determine what type of resource you need . . . or, if you have a particular visitor in mind, you need to review your curriculum to see where he or she might fit in. The important thing to remember is the area discussed by your visitor should relate directly to current instruction.

If you have a potential resource person lined up, you're ready to go to step three. If not, you need to complete step two: recruiting a resource person who matches your needs. Finding appropriate resource people isn't a difficult task because there are plenty of places to look. First mentally run through your friends and



TIPS FOR TEACHERS: FINDING RESOURCE PEOPLE

Exposing their students to careers for which there are no local models is a unique problem for educators in rural communities. For example, you probably don't have access to a television station, a large industrial plant, or a busy airport. So, your students who might be interested in exploring these areas will have no opportunity to directly experience that work environment. However, they can indirectly experience urban careers by listening to people who have lived and worked in cities. This is one method used to cope with the problem of limited exposure: inviting resource people to the classroom who have had career experiences in an urban area. There is sure to be somebody in your community who would be willing to share what they have done. All you have to do is find them. Here are some ideas about where to start looking: first, start with those around you. Other teachers. The faculty at your school no doubt represents a diversity of life experiences. Perhaps one of them could speak to your class about an urban oriented career. Secondly, why not try asking parents to come to class? Not only is this a good way to find people with varied backgrounds, but it creates an excellent opportunity to involve the community in the school system. Senior citizens can also be a valuable resource. Once again, involving the community as you increase student awareness. And finally, the local business community can be called upon to share their insight. Remember, as the YELLOW PAGES OF LEARNING RESOURCES suggests: "Everybody can be a teacher. From a bank president to the guy next door — including the mailman, Uncle Charlie, a carpenter, a shopkeeper, and everyone else — everybody knows things, has been places, and has answers."

neighbors. What do they do? Could any of them be resources? Then, think of all the people you encounter every day in your town . . . in the post office, the bank, and grocery store. Would any of them be appropriate? Next, if your school system has a Vocational Education Program, its director should be able to offer you some suggestions about people in the community who would be willing participants. Or, if your library has a career education resource center with a file listing names of resource people other teachers have used, you could review that list. If there's no file, simply ask other teachers for their suggestions. If you still have no positive leads, why not send a questionnaire home with your students to see if their parents could act as resources? Once you start asking around, you'll be surprised by how many possibilities exist. (Even if your never find that one special resource person you were originally looking for, the search will be sure to give you plenty of ideas about people who are available in other areas.)

When you've located an interested resource person, you're ready for step three: helping prepare that person for his or her participation. All this step really consists of is letting resource people know what you expect from them, and what the situation will be like. This is important because it will help them feel at ease and therefore do a better job.

The following checklist will assist teachers in supplying resource people with the information they'll need to make a valuable contribution. If possible, convey this information personally, by sitting down and chatting with resource people informally. If your schedule, or your visitors' schedules, makes this difficult, mail them a letter which discusses what they'll want to know, Your conversations and/or information sheets might cover the following topics:

a. *A brief summary of the career education approach.* Include a short statement on why community involvement is valuable . . . and appreciated.
b. *A description of the general format of the session in which they will be participating.* Let them know, for example, if they will be involved in a general classroom presentation about their jobs or if they will be serving on a panel as one of several community people. Furthermore, supply specific information about the size of the group and the amount of time they'll have to talk with students.
c. *A description of the characteristics of the group they'll be addressing.* Tell them as much as you can about what kind of an audience your students will be. You might, for example, remind them that even attentive young people are squirmy. Tell them about what your students have been studying recently and what their special interests are. Give any suggestions you can about how to hold the attention of this particular group. Assure the resource people you will be there to handle any disciplinary problems.
d. *Suggestions for what to say.* Outline a possible format for resource people to use as a guide for preparing their remarks. You might, for instance, ask them to talk about three different areas. TALK ABOUT PEOPLE. *Tell students about what you personally get from your job and why you chose your line of work. Talk about other people you work with and how your job relates to the community—who depends on your work and why. Mention others in the community who do similar kinds of work. Stress equality of career opportunities for both boys and girls.* TALK ABOUT SKILLS. *Relate your work to what students are learning and already know. Show students examples of what your job requires you to read, write, and compute. Students will be interested in seeing the practical application of what they are learning to what different people do for a living.* TALK ABOUT TOOLS, MATERIALS, AND PRODUCTS. *When possible, show students the actual materials you use, or the products you produce. Try to bring items with you. Young people, particularly, like to see machines in operation and hear simple explanations about how they work.*
e. *Suggestions for how to talk with students.* You might offer resource people hints on how to speak to a young audience: *speak informally, try to involve students by asking questions, carefully explain what may be unfamiliar words, emphasize key points by repeating or summarizing, and stop talking early enough to allow time for questions and answers, or for students to look at materials.*
f. *Any special considerations.* Let resource people know, for instance, if you'd like them to try to relate their careers to a specific subject area, such as math or science. If you think an actual demonstration of their occupations would be effective, ask if that would possible. Find out if the resource people are planning to use any visual aids. If so, you can have any special equipment needed, such as an easel for charts or a slide projector on hand. Try to cover all the bases.
g. *Scheduling specifics.* Be sure to clearly state *when* the visit is scheduled and *where.*

Following this checklist should help teachers prepare resource people to make a valuable contribution.

The final step of creating in-school activities which utilize community resources is to evaluate the effectiveness of the session. There are several ways to approach evaluation. You could administer pre-tests and post-tests to measure student reaction, you could ask the resource person to fill out a questionnaire assessing their experience, and you could, of course, evaluate the activity yourself. Most teachers use a combination of these methods.

SAMPLE LETTER TO PROSPECTIVE RESOURCE PERSON OR PLACE

Our school is preparing a community resource file of names and addresses of individuals and companies willing to provide learning experiences for our students in the community, or willing to come to the classroom to discuss their vocational and avocational skills and interests. Our objectives are to:

1. Provide teachers with information about learning resources available in the community.
2. Provide students with the opportunity to develop an appreciation of the skills, responsibilities, and values of working people and the role of work in our economic system and in the development of the individual.
3. Bring school and community closer together, thus making our educational program more relevant to the outside world and helping to develop a better understanding of that program within the community.

We would greatly appreciate your occasional participation in our career education program for young people. The information you submit in the enclosed questionnaire will become part of our community resource file. Thank you for your cooperation.

Workplace Activities

There are a variety of workplace activities which share a common goal: to create a teaching environment where students can see first-hand what types of work people do and how they do it. Workplace activities can give students career oriented experiences and information not available in the classroom. They are a way in which students can see careers in action and thus more easily develop a realistic idea of what the world of work is like.

The process which teachers might take to identify and prepare resource people who will be involved in workplace activities will be similar to the process taken to organize in-school activities.

First, teachers need to explore all potential avenues to find appropriate workplaces. Finding people willing to sponsor workplace activities may be harder than finding resource people for in-school sessions. Having students visit generally involves a larger commitment in terms of both time and responsibility.

Second, prepare the people employed in the selected workplace (particularly the contact

person) in any way you can. An information sheet such as the one prepared for resource people participating in in-school activities could be prepared for those involved in workplace activities. Adaptation would, of course, be necessary: rather than being concerned with what resource people should *say* to a student audience, teachers planning information sheets discussing workplace activities should focus on what resource people can *show* students and what they can teach them to *do*. The emphasis in workplace activities is on action and involvement, and the information sheet should reflect this. Other adaptations will be necessary depending on the particular type of activity being planned. There are a variety of approaches utilized: teachers might organize field trips, "hands-on" experience situations, job shadowing, student-conducted interviews, or actual work experience environments. The method selected will depend on the number and age of the students who will participating and the place of business involved. A review of the various types of workplace activities should give you a clear idea of which one is appropriate for your particular circumstances. *Field trips* are the most common workplace activity. They are appropriate at all grade levels and for small as well as large groups. They generally consist of a group tour of a workplace. The purpose is for students to see people performing various work roles. *"Hands-on" experiences* are usually designed for individual students or small groups of students, generally at the middle or high school level. These are carefully defined activities in which students are encouraged to practice a basic skill in a real world of work task. The emphasis is educational: students do not assume an employee role, but learn from employees the skills they'll need to perform a given job. (Legal implications for "hands-on" experiences may require special consideration.) *Job shadowing* is a career exploration activity which enables students to spend one (or more) workday with an adult on the job. In this way the individual student can closely observe many aspects of an occupation during a typical daily cycle. *Student-conducted interviews* emphasize talking to people rather then watching them. This activity can be effective when used in conjunction with other workplace activities. In other words, students on general tours might interviw employees (asking questions which have been prepared prior to the excursion) to add more depth to their experience. Similarly, students who are job shadowing or involved in "hands-on" experiences might conduct occupational interviews. *Actual work experience* situations (which in many schools systems are the responsibility of special departments . . . cooperative education or work study programs, for example) are nearly always for students nearing graduation. The emphasis in these activities is not to develop career awareness, but to help students acquire valuable employability skills.

Each of these activities requires vastly different types of planning, but one factor should remain consistent: plans should be made in conjunction with the involved resource people. They should always be informed of all details.

The final step of organizing workplace activities is (as with in-school sessions) evaluation. The procedures followed here depend on the activity organized, but complete evaluation should include assessment by students, resource people, and the teacher involved.

SAMPLE BUSINESS SURVEY

A survey of this nature might be given to local businesses in order to asses their ability to act as a learning resource.

COMPANY _____

CONTACT PERSON _____

PHONE NUMBER _____

ADDRESS _____

INTERESTED _____ NOT INTERESTED _____

LIST TYPES OF OCCUPATIONS THAT COULD BE OBSERVED _____

_____

_____

_____

HOW MANY STUDENTS COULD BE HANDLED AT ONE TIME _____

HOW OFTEN COULD THE VARIOUS STUDENTS VISIT _____

LENGTH OF VISIT _____

DAY AND TIME PREFERENCE _____

SEASONAL PREFERENCE _____

GRADE PREFERENCE, IF ANY _____

WORK DEFINED

Work, as defined by Kenneth Hoyt, is ". . . conscious effort aimed at producing benefits for oneself or for oneself and others." As such it is unimportant whether such effort is paid or unpaid. What is important is that it represents the basic need of all human beings to achieve . . . to accomplish . . . to do something productive that allows them to discover who they are, and why.

This definition of work has several implications for teachers interested in exposing their students to the world of work. It implies that students need exposure to roles in the realm of paid employment, as well as an awareness of unpaid employment. Red cross volunteers, members of community organizations, missionaries, and individuals who organize fund drives for worthy causes are all 'working' because their efforts benefit themselves and others. Why not invite people like these to your classroom to share their experiences with your students, or involve your students in volunteer work experiences. In this way you can give these young people a truly representative look at the world of work.

Organizing in-school and workplace activities are effective methods of utilizing community resources. They are approaches which will help teachers expose their students to a significant portion of the 25,000 jobs from which they must eventually select.

Using Parents

The attitudes which young people develop about the world of work are influenced in many ways: by the community in which they live, by their friends, by the instruction they receive in school, and by their parents. Of these factors, parental influence may be the most significant. Quite simply, (and rather obviously) parents have a profound impact on their children's attitudes. Their involvement in career education, therefore, can be a terrific asset.

To acquire parents' help the first thing to do is to share with them knowledge about the career education approach. Each school within your school system, for example, might send to every parent or guardian a general information sheet discussing the career education philosophy and how it is being applied in the surrounding area. Individual teachers could then mail a follow-up sheet telling about specific career education activities they are doing in their classrooms. As a result of these mailings, parents would have a general awareness of the program and an idea of what specific things are being done for their children. Parent orientation meetings might be organized to supplement this information. At these sessions, interested parents could learn more about career education and why it is

considered a valuable concept. Once you've acquired parents' interest and confidence in career education it should be easy to secure their assistance.

What kinds of things can teachers suggest that parents do? To begin, they might help parents review their career attitudes. This is important because the beliefs and values which parents hold about the desirability of various careers will be certain to affect their offsprings' feelings about those areas. Indeed, parents have a tendency to feel only certain types of occupations are appropriate for their children. In particular, they often steer their daughters into some areas and their sons into others, or they encourage their children to select careers which, at the time, look promising. Teachers can help parents recognize and reverse these attitudes which may adversely influence their child's ability to make effective career decisions because they make some alternatives seem undesirable.

Helping parents change what may be stereotypical beliefs is the first action teachers should take. Next, they should try to design classroom activities which involve the home and family. Teachers might, for example, have their students interview their parents about their jobs, assign students topics to discuss with their parents, (such as "How does your occupation influence what you do in your leisure time?") or have students work on projects which require parental input. In short, teachers should try to incorporate parents into their curriculum.

Finally, teachers might send students home with information sheets for parents which describe ways in which career education oriented instruction can be extended into the home environment. These activities wouldn't need to be directly related to present instruction . . . they could simply be suggestions for little things to do with children which could supplement and enrich the career education instruction they are receiving in school.

LEISURE TIME

In order to be able to make effective career decisions young people need to be exposed to a wide variety of occupations. Similarly, to effectively use leisure time, they need to explore a variety of options in order to discover what they enjoy doing. Helping today's youth become aware of leisure time activities is, therefore, a part of preparing them for an occupational role . . . and it is more important now than it has ever been. During the last decade major changes in life-style have resulted in a significant increase in leisure time. Americans have more money to spend, more free time, and greater mobility to seek recreational experiences. People are retiring younger and 4-day work weeks are becoming more common. More significantly, leisure has recently become accepted as a meaningful and necessary part of life. This means that contemporary students need guidance in order to learn how to use their leisure time productively. A comprehensive career education program, therefore, should include learning activities concerned with leisure.

Leisure time is important in another way, also. Because of the social trends cited above, there are a growing number of occupations opening up which are related to leisure time. They involve a broad range of activities focusing on the functions required to meet the needs of persons engaged in leisure time pursuits. Supervising recreation activities at parks, maintaining recreation areas, or servicing tourists are just a few examples of the many occupations in this expanding area. Occupations to which your students could be exposed.

Public Relations

An important part of community involvement is simply letting the general public know what is going on in the school system. In other words: *public relations.*

To most people, the phrase public relations translates into, "Oh, that means I've got to write newspaper articles and speak to community groups." Well, it does mean that, but it also means much more. In fact, all of the activities which have been discussed in this chapter are illustrations of good public relations: forming an advisory group is good public relations, inviting community people into the classrooom is good public relations, sending students to local workplaces is good public relations, and involving parents is good public relations. That's one reason career education seems to generate such enthusiastic community support: because it sells itself.

Educators should, of course, help the public relations effort in any way possible. Teachers, for example, might consider the public relations aspects of instruction as they design career education curriculum. Here are some examples of activities which have value as public relations tools: students studying conservation could spend a day picking up litter, art students could design career education oriented displays for community events such as county fairs, or high school students could perform community services such as taking senior citizens shopping. Any activity which makes the students' efforts visible to the community has public relations significance.

In addition to encouraging relevant classroom activities, the individual responsible for official public relations efforts (administrative personnel often handle this job) should pursue the typical route: submitting articles to local publications and speaking to community groups. In both instances, having visual aids is important. If a newspaper story has an accompanying photograph it will be more likely to be used, as well as stand a better chance of being read. (Teachers should be encouraged to take

SAMPLE QUESTIONNAIRE

Name _____
Address _____
Title _____
Phone _____
Work Role _____
Name of Company _____
Community or service activities _____
Hobbies and special interests _____

WOULD YOU BE WILLING TO:

1. Come to school to work with small groups of students on a project? Yes No
2. Have one student accompany you on the job to see the kind of work do? Yes No
3. Take a small group of 6-8 students on a tour of the place you work? Yes No
4. Come to school and talk about your experiences in the "World of Work"? Yes No

black and white pictures of career education activities.) In addition to having a matching photograph, newspaper articles should be concise, informative, and positive.

This same formula applies to talks given to community groups: they should be short, full of specific examples, and discuss the good aspects of the program. This is not to say that an unrealistic view should be presented. The point is, rather, to emphasize successes instead of complaining about any problems which may have been encountered. In addition, when speaking to local groups it helps to have some visual interest. A slide/tape presentation is an ideal communicator. If a show of this nature is unavailable, a speaker should bring scrapbooks of photographs or examples of student work.

Informing the public about career education is not a difficult task because most people want to know what's going on. Interest levels are

particularly high in close-knit rural communities. Maybe it's because nearly everyone in small towns has a personal stake in the educational system . . . a son, daughter, grandchild, neighbor, niece, nephew, or cousin. Maybe it's because school systems in rural areas are commonly an integral part of the community: meetings and social activities often take place in school buildings, and the schools in general are viewed as community centers. Whatever the reason, people in rural communities tend to exhibit enthusiasm for what is happening in the schools. Their interest represents a special strength inherent to the rural school system. Because of it, community involvement essential to the development of a complete career education program can be easily established and maintained.

TIPS FOR PARENTS

Teachers or counselors who are interested in encouraging parent involvement in career education might make copies of these suggestions and send them home with their students.

—Encourage your child to ask and think about the question, "What will I be when I grow up?" In the early years, children's hopes are often expressed in fantasy terms, especially during play. You will hear things such as, "I'm Daddy and I'm Superman, and you're Mommy and you're Wonder Woman." Don't criticize such statements. Your child is exploring who he or she is and the kind of persons they are becoming. It will help you to understand him or her better if you let your child talk in this way. Provide toys that encourage experimentation through play with many different jobs.

—Don't discourage your child from planning particular careers at an early age. It is better to ask, "Why does this appeal to you?" than it is to say something like "You wouldn't like to do that" or "That's a terrific job" or "That's completely unrealistic." Until major action decisions have to be made better to let your child think about any possible job choice.

—Try to help your child think about alternate choices. The question, "If for some reason, you couldn't do this, what other things would you want to do?" is a good one to raise. It will help you learn more about your child, and will also help her or him broaden the basis for career decision making. Talking about your own alternate career choices will also help in this. For example, discussing jobs you've had in the past, or changes you might be considering in your present occupation.

—Try to eliminate sex bias in thinking about your child's future career. Your daughter may very well wish to enter an occupation you now think of as "masculine," or your son enter one that you consider "feminine." Don't discourage them from thinking about such occupations. Times are changing, and they will need extra measures of your emotional support. If the child next door discourages your daughter from being a doctor because "girls are nurses," take your daughter to a woman doctor if you can. If you can't, point out women who are in traditionally male jobs. Say things like, "A person's sex really doesn't matter, it's ability that counts."

—Don't hesitate to respond when your child asks, "What do you think I should be when I grow up?" Try to make it clear that it is more important that he or she be happy than become what you would like. However, you can point out particular talents that he or she possesses and discuss the jobs that these would be helpful in.

—Tell your child about the work that you do. Try to do so in a positive way so that your child will gain respect for you by respecting what you do. Neither encourage nor discourage your child from considering your occupation. The important thing is that your child sees that you, through your work, are making contributions to society.

—Encourage your child to ask people about their jobs. Make use of your friends who are in the occupations your child is considering. Emphasize to your child that she or he should seek information, not firm advice, from such persons. If your child is particularly interested, ask a friend if your child can visit to see what the job actually involves.

—Take your child on field trips to see various people at work in factories, offices, automechanic shops, etc. This is very helpful in letting children acquire a realistic view of a variety of jobs.

—Help your child explore hobbies and other leisure time activities that are productive and useful. Sometimes such activities can lead to career choices. Whether they do or not is unimportant. What is important is that they can help your child see himself or herself as one who can accomplish something successfully.

—Help your child understand how very important her or his school work will be in later job decisions. Show them how such subjects as reading, arithmetic, and communications are used in almost all occupations. In short, help them understand that there are more important reasons for going to school than simply going to school.

—Encourage your child to engage in part-time work outside the home. If such work is done for pay, you can talk to your child about basic elements in the free enterprise system. Whether or not the work is for pay, it can be valuable in two ways: (1) it can help your child explore career interests and (2) it can help your child discover the sense of accomplishment and self pride that can come from work.

—Encourage your child to visit with teachers and counselors about career plans and hopes. After such visits, talk with your children about what they learned. Feel free to tell them what you think. In doing so, make it clear that you are expressing your opinion, not telling them what to do with their lives. Don't refuse to discuss such matters with your children just because you don't know the answers.

—Visit the schools your children attend. If your child has been discussing career plans with a teacher or counselor at school, seek that person out and ask such questions as, "Do you think this career is suitable in view of my child's strengths and weaknesses?"; "What are the best schools for pursuing this field of study?"; "What is the employment outlook for this career?" You will often learn much and you will certainly help teachers and counselors help your children more if you are willing to talk to them.

—Help your child understand that it will be equally important to acquire a set of specific job skills and a set of adaptability skills for occupational success. For example, if your child is preparing for a career in journalism, it would be wise to also have a broad base of academic subjects that might be used in fields other than journalism.

—Remember a college degree is no longer the best or surest route to occupational success. If your child is in high school, encourage him or her to think about all kinds of postsecondary educational opportunities. Try to help your child think about a variety of *kinds* of post high school educational opportunities, for example: all-volunteer armed forces, vocational schools, community colleges. Emphasize the wide choice that exists.

RESOURCE ASSESSMENT
A procedural guide for the Identification and use of community resources in career guidance programs.
Richard E. Green, Karen S. Kimmel, Valija Axelrod
Harry N. Drier, Helen M. Davis
The Center for Vocational Education
The Ohio State University
Columbus, Ohio

COMMUNITY RELATIONS AND INVOLVEMENT
A procedural guide to facilitate school and community cooperation.
Walter M. Stein, Valija Axelrod
The Center for Vocational Education
The Ohio State University
Columbus, Ohio
School of Education
Northern Michigan University
Marquette, Michigan

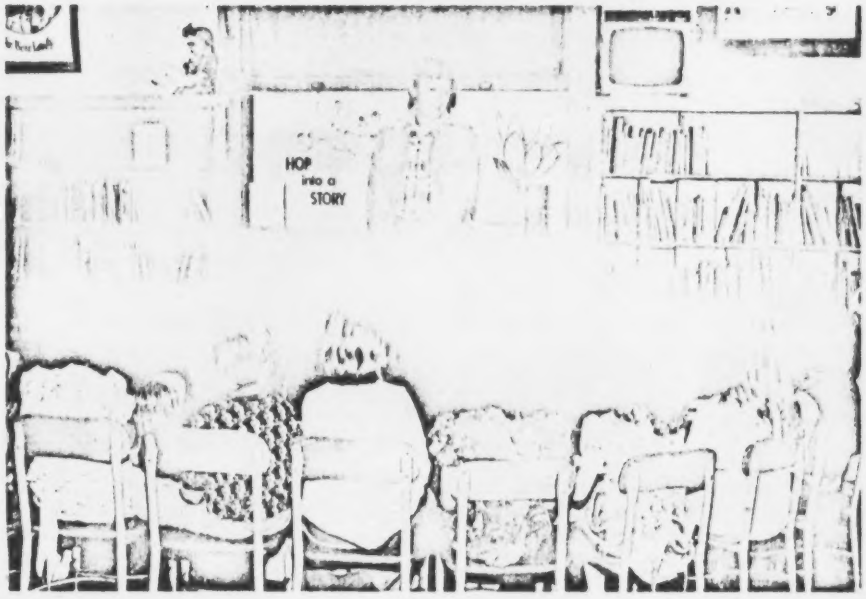
CAREER EDUCATION: A MODEL FOR OKLAHOMA
Sand Springs Independent School District #2
Oklahoma State Department of Education
Oklahoma State Department of Vocational and Technical Education
Oklahoma City, Oklahoma

YELLOW PAGES OF LEARNING RESOURCES
Edited by: Richard Saul Wurman
A guide to any city, any town
The MIT Press
Massachusetts Institute of Technology
Cambridge, Massachusetts 02142

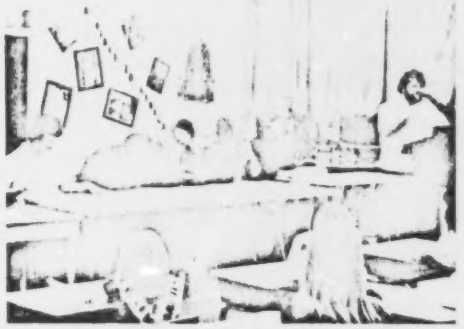
CAREER EDUCATION: INVOLVING THE COMMUNITY AND ITS RESOURCES
Samuel M. Burt
ERIC Clearinghouse
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

STAFF DEVELOPMENT PROGRAM FOR PROMOTING MORE EFFECTIVE USE OF COMMUNITY RESOURCES IN CAREER EDUCATION
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

USING COMMUNITY SCHOOL ADVISORY COMMITTEES
Staff Development Program for Promoting More Effective Use of Community Resources in Career Education
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210



The pictures on these pages depict career education activities. In each example, people from the community have come into the classroom to share their vocational and avocational experiences with Cashmere students.



SAMPLE STUDENT WORKSHEET

Students studying various occupations might utilize worksheets like this one:

Name of Occupaton

Duties of the Worker

Personal Requirements

Interests and abilities needed

Personality and physical requirements

Educational Requirements
Recommended high school program

Post-high school education required or recommended (trade school, college, technical institute, apprenticeship, on-the-job training). Estimated length of time for education

ADVANTAGES AND DISADVANTAGES
(Earnings, hours, and conditions of work; security of employment; opportunity for advancement)

Advantages:

Disadvantages:

PRESENT DEMAND AND FUTURE OUTLOOK
NUMBER OF WORKERS

Local

Present need for workers: Great

Moderate Slight

Probable future trend:
Decreasing need
Little change

Are jobs confined to certain areas?

Yes No (If yes, where?)

ENTERING THE OCCUPATION
(Any special entrance requirements: minimum education, entrance examinations, experience, capital, licensing, union membership?)

SOURCES OF ADDITIONAL INFORMATION
(People, reference books, occupational pamphlets?

Chapter 6

Evaluating The Program

In o ler to justify the extra time, money, and effort which often go into creating a career education program, it's important to be able to show success. Complete evaluation is, therefore, a much needed (though often avoided) component of developing curriculum based on career education concepts. This chapter offers some suggestions for approaches which might be helpful . . . the techniques outlined are not intended to represent the entire evaluation area, they are simply a sampling of a few ideas in the field.

A discussion of evaluation might be aided by dividing the topic into two areas: measuring student learning, and evaluating all areas not directly related to student learning, such as community involvement and educator attitudes.

Student Learning

As with all evaluative efforts, measuring student learning is a task which can be approached in several ways. Educators might, for example, be concerned with reviewing the effectiveness of a single activity, or they might want to measure long range student learning. They might use informal methods, or they could use formal evaluation tools. They could design their own tests, or they could employ commercially prepared materials. The methods used depend on what you want to measure. That's why it's important to remember that before any effective evaluation efforts can be started *student objectives must be clearly defined.* If you are evaluating a single unit it is absolutely necessary to delineate desired student outcomes. Similarly, if you want to determine how much your students have learned over a long period of time, you first need to state what it is you want them to learn. As Robert Mager states in his book *Preparing Instructional Objectives,* "Once an instructor decides he will teach his students something, several kinds of activity are necessary on his part if he is to succeed. He must first decide upon the goals he intends to reach at the end of his course or program. He must then select procedures, content, and methods that are relevant to the objectives; cause the student to interact with appropriate subject matter in accordance with principles of learning; and, finally, measure or *evaluate* the student's performance *according to the objectives or goals* originally selected." According to Mager, a meaningfully stated objective exhibits these characteristics: it identifies the behavior to be demonstrated by the student, it indicates a standard or criterion of acceptable performance, and most importantly, it accurately communicates the intended educational outcomes. Only with explicit objectives is it possible to design evaluation tools which measure instructional intent. Therefore, the first step of evaluating student learning is to clearly state objectives. The second step is to design or select tools which match those objectives.

The following examples illustrate this point. At the high school level, for instance, this general objective might be defined: "The student will develop work habits and attitudes necessary to enter an occupation in the career area of his/her choice." An activity related to this objective could focus on job-seeking skills: "The student will use appropriate social and communication skills in a simulated job-seeking interview." Specifically, people from the community who are in personnel related positions could be asked to come to the classroom and interview students. These resource people would be in the position to determine if students were able to use "appropriate social and communication skills." They would, in short, decide whether or not to 'hire' the student. Other job-seeking activities related to the general objective could also be organized. Students could, for instance, practice filling out applications for jobs, or writing resumes describing their work experience. In all of these activities, the performance of the activity is also the means of evaluation. Can the student handle an interview situation? Can the student fill out an application correctly? Can the student follow an established format and complete an appropriate resume?

At the 7th grade level this general objective, which is related to the appreciations and attitudes element, might be defined: "The student will recognize individual differences and become tolerant in his/her interpersonal relationships." In an activity related to this objective, students could role play situations in which relationships between persons with physical differences or differences of opinion occur. The teacher could, for instance, create a situation in which students are assigned opinions about how to approach a given problem. A solution must be devised despite the conflicting stances. The point of the exercise would be for the students to recognize and be tolerant of various opinions. In this case, evaluation involves simply viewing the student interactions.

In this final example, a written pre-test/post-test format was used as the means of evaluation. This test is shown on page 44. It was administered in conjunction with the health unit which is discussed in Chapter 3, and was designed to measure students increased career awareness.

Program Objective	Data source(s)	Instrumentation	Sampling	Design and Analysis
The mean score of 8th grade students exposed to career education will be higher than the mean score of non-career education 8th grade students by a statistically significant amount (.05 level) on a test concerning students' career decision making abilities.	All 8th grade students in the Carsonville School District will form the universe from which a sample will be drawn.	*Career Decision-Making Inventory*, ABC Publishing Co.	All 8th grade students will be divided into two groups: those exposed to career education and those not exposed. A random sample of 50 percent within each group will be chosen for testing.	Pre-test Post-test with control group. Pre-test to be given in Septemper, post-test to be given in May. Analysis will compare mean scores of career education and non-career education students. A t-test will be applied to the difference between mean scores to determine the level of statistical significance.

The relevant student objective was one of several specific objectives which were outlined in relation to this health activity: "The student can describe at least 7 occupations in health services." These answers to the question "What does a pharmacist do?" indicate that the students involved did, in fact, acquire new knowledge through involvement with people employed in health service careers.

Before listening to panel members talk about their jobs, these were the replies:

Works in a drug store
Sells prescriptions and pills
Makes medicine
Sells food
Works on farms
Tests soil
Store manager
Works in a store
Helps other people
Does garden work
Plants things
Works on people's backs
Checks your insurance
Gives pills away
Trims trees
Cuts wheat

After listening to panel members, including a pharmacist, students answers reflected an increased career awareness:

Works in a drug store
Mixes drugs and fills prescriptions
Sells vitamins
Mixes chemicals
Has medicine to give to the doctor
Throws away old medicine
Puts pills in the bottle for people
Delivers pills
Measures out medicine
Sells drugs
Gives medicine
Sells death cards
Fills medicine in jars.
Sells cough drops
Makes medicine and drugs
Sorts pills

SAMPLE PRE-TEST AND POST-TEST

TITLE: HEALTH SERVICES
SUGGESTED GRADE LEVEL: 4th

WHO THEY ARE	WHAT THEY DO	WOULD YOU LIKE TO BE ONE?		
		YES	NO	WHY
PHARMACIST				
NURSES' AIDE				
VETERINARIAN				
ORDERLY				
NURSE				
DOCTOR				
PHYSICAL THERAPIST				
DENTIST				
MEDICAL TECHNOLOGIST				

These examples of testing approaches are related to the evaluation of single career education activities. Evaluation of long range student learning, however, can be approached in much the same way. In both cases, testing devices must be related to previously stated student objectives.

The examples discussed are also informal approaches, which are usually used to simply help teachers assess the effectiveness of a given activity or to assist them in determining general student growth and development. They are not commonly valid as a means of justifying the career education teaching approach. In order to do this, more formal evaluation tools may be required. The chart above illustrates the difference between an informal and a formal approach. As can be readily seen, a formal test would tend to yield results which are more statistically valid than those garnered from informal testing methods. Both informal and formal approaches have value, of course, and both should be a part of a complete evaluation of student learning.

Evaluating Other Areas

Quantifying what career education has done for students is probably the most significant evaluation area. A complete evaluation effort, however, should also be concerned with other aspects of your career education program. The following are examples of some areas which might be explored. You could:

- Determine the effectiveness of your in-service training sessions.
- Measure the extent to which educators in your school system have implemented the career education concepts.
- Assess community acceptance of and involvement in your career education program.
- Evaluate the effectiveness of career education instructional materials.
- Determine how efficient your program management has been.
- Analyze parent acceptance and involvement in your career education program.

There are numerous evaluation tools which could be utilized to help you examine areas like these. The questionnaires on page 46 represent some approaches which have proven effective.

A FUNCTIONAL GUIDE TO EVALUATING CAREER EDUCATION: EVALUATION AND EDUCATIONAL DECISION MAKING
U.S. Department of Health, Education and Welfare
Office of Education
Washington, D.C. 20202

COMPREHENSIVE CAREER ASSESSMENT SCALE
Grades 3-7
Learning Concepts
2501 N. Lamar
Austin, Texas 78705

COMPREHENSIVE CAREER ASSESSMENT
Grades 8-12
Learning Concepts
2501 N. Lamar
Austin, Texas 78705

CAREER EDUCATION NEEDS ASSESSMENT FOR TEACHER, ADMINISTRATORS AND STUDENTS
Arvin C. Blome and Glen Rask
Olympus Publishing Company
Salt Lake City, Utah

PERSPECTIVES ON THE PROBLEM OF EVALUATION IN CAREER EDUCATION
Kenneth B. Hoyt
U.S. Department of Health, Education, and Welfare
Office of Education
Washington, D.C. 20202

DECIDING VIA EVALUATION
A decision making guide for improving career guidance through evaluating program processes and outcomes
Helen M. Davis, Harry N. Drier
The Center for Vocational Education
The Ohio State University
Columbus, Ohio

WHAT I LIKE TO DO
(An Inventory of Children's Interests)
Grades 4-7
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

THE ASSESSMENT OF CAREER DEVELOPMENT
A Unique Group-Oriented Career Guidance Assessment Instrument
Grades 8-11
Houghton Mifflin
One Beacon Street
Boston, Mass. 02107

PLANNING, IMPLEMENTING, AND EVALUATING CAREER PREPARATORY PROGRAMS
Joseph A. Borgen
McKnight Publishing Co.
301 Prospect Road
Bloomington, ILL 61701

Problems In Evaluation

Effective evaluation of career education programs is hampered in several ways. First, the basic nature of the career education concept creates a special problem. As was emphasized early in this book, career education is not an added program, it's infused into existing curriculum. As Kenneth Hoyt stated in *Perspectives on the Problem of Evaluation in Career Education:* "Career education has consistently sought to avoid becoming yet another "program" to be added to all of those now existing in American education. Instead, it has sought to be regarded as a concept to be implemented throughout all of the various kinds of existing programs—and thus truly being a vehicle for reform of the entire educational *system*. Instead of asking for addition of a new course called "career education" it has asked for a 'careers" emphasis to be infused in all existing courses. Instead of asking for a new "career education specialist" to be added at the building level, it has asked for all existing educators to embrace and implement the goal of education as preparation for work as part of their responsibilities to students." Since the career education concept focuses on infusion, it's sometimes hard to isolate career education instruction from regular instruction. Because of this it's difficult to examine specific learner outcomes and assign responsibility for success or failure to career education. As Hoyt says, "Evaluation would be much easier if career education were a program, but it is not."

Another problem with evaluation of career education programs is related to the types of changes which career education seeks to bring about. Quite simply, there is a shortage of effective instrumentation concerning attitudinal changes, and it is this type of change which career education is often concerned with. Career education advocates, for example, place great stress on the importance of helping students acquire a personally meaningful set of work values. At this point, however, there is little agreement with respect to the definitions appropriate for use in describing, let alone measuring, what is meant by "work values." Similar problems exist with such topics as "decision making skills" or "good work habits." Measuring attitudes held by educators is equally difficult . . . and equally important. As Hoyt states in his monograph on the problems in evaluation, " . . . career education, from the outset, has been pictured as an effort aimed at changing both the attitudes and actions of educators . . . It is clear that *people* change LEADING to *program* change is what we seek." He further stated that, "To date, very few instruments have been developed for assessing the kinds of attitudinal changes called for by career education."

LEARNER OUTCOMES FOR CAREER EDUCATION

The following learner outcomes have been suggested by the U.S.Office of Education as appropriate for forming a broad basis for evaluating the effectiveness of career education efforts.

It is important to note that these learner goals are intended to apply to persons leaving the formal education *system* for the world of work. They are not intended to be applicable whenever the person leaves a particular school. For some persons, then, these goals become applicable when they leave the secondary school. For others, it will be when they have left post-high school occupational education programs. For still others, these goals need not be applied until they have left a college or university setting. Thus, the applicability of these learner outcome goals will vary from individual to individual as well as from one level of education to another. This is consistent with the developmental nature, and the basic assumption of individual differences, inherent in the concept of career education.

These outcomes were taken from "Perspectives On The Problem Of Evaluation In Career Education," a monograph on career education by Kenneth B. Hoyt. The list of outcomes was preceded by this introductory phrase: career education seeks to produce individuals who, when they leave school are:

1. Competent in the basic academic skills required for adaptability in our rapidly changing society.
2. Equipped with good work habits.
3. Equipped with a personally meaningful set of work values that foster in them a desire to work.
4. Equipped with career decision making skills, job-hunting skills, and job-getting skills.
5. Equipped with job specific occupational skills and interpersonal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.
6. Equipped with a degree of self-understanding and understanding of educational-vocational opportunities sufficient for making sound career decisions.
7. Aware of means available to them for continuing and recurrent education.
8. Either placed or actively seeking placement in a paid occupation, in further education, or in a vocation consistent with their current career decisions.
9. Actively seeking to find meaning and meaningfulness through work in productive use of leisure time.
10. Aware of means available to themselves for changing career options—of societal and personal constraints impinging on career alternatives.

This shortage of effective instrumentation is another significant problem faced by educators interested in evaluating career education programs. In fact, this seems to be the most frequently mentioned problem raised in relation to evaluation, particularly in respect to formal evaluation efforts. Informal evaluation doesn't require tools as precise as those needed for a formal process. For this reason, informal evaluation seems to be the route most often taken. Perhaps, because of the nature of the career education concept, these personalized informal approaches may have more validity than the formal procedures. Every effort should be made, however, to evaluate your program in every way and at every level.

There is no doubt that evaluation is a difficult task. Quantifying what career education can do for the community, for educators, and for students isn't easy. Not because there are no positive results, but because these results are often difficult to measure. Teaachers, when asked to assess the effectiveness of classroom activities which utilize the career education approach, for example, might reply: "I know it's working because my students are more interested . . . and so am I . . . but how do you measure an excitement level?" Or they might say, "How can I transfer to a statistic a previously unattentive student, who, because of career education, has found new enthusiasm for school?" Similarly, it's impossible to graph the excited responses of community resource people or parents. The reason it's so hard is because so much of the progress created by career education isn't quantitative . . . it's qualitative. Adopting a career education program in your school system will add excitement, relevancy, and fun to instruction. Those things are hard to measure, but they're important.

BUSINESS AND INDUSTRY OPINION SURVEY

Devised by *LeVENE A. OLSON,*
Lincoln County, West Virginia

1. Are you familiar with career education? YES yes ? no NO
2. Have you been contacted by personnel from the project? YES yes ? no NO
3. Do you feel that career educa- should be provided by the schools? YES yes ? no NO
4. Are students more interested in and aware of occupations of people in the community? YES yes ? no NO
5. Is business and industry more involved in school activities because of career education? YES yes ? no NO
6. Do students seem to be more interested in school since career education was started? YES yes ? no NO
7. Is the general attitude toward career education favorable? YES yes ? no NO
8. Should career education be continued? YES yes ? no NO
9. Would you like to be involved with students in career educa- tion activities? YES yes ? no NO

PARENT OPINION SURVEY

Devised by *LeVENE A. OLSON,*
Lincoln County, West Virginia

The school system is interested in how you feel about career education. There are no right or wrong answers to the following questions.

The answers that you provide to these questions will be kept strictly confidential. Your name will not be used when the information is reported.

Please respond to each question by placing a circle around the "yes" or "no".

1. My child talks about career education at home. Yes No
2. My child has discussed my occupation with me. Yes No
3. My child shows more interest in dis- cussing the occupations of neighbors, relatives and other people in the community. Yes No
4. My child's attitude toward school has improved. Yes No
5. My child is more enthusiastic about going to school. Yes No
6. My child is more enthusiastic about the study of math, reading, science, etc. Yes No
7. Does your child relate school activities to activities and occupations in the community? Yes No
8. Does your child attempt to relate career education activities to his interests, abilities and desires? Yes No
9. Has career education been what you expected? Yes No
10. Is career education worthwhile? Yes No
11. Should career education be continued? Yes No

TEACHER ASSESSMENT

Devised by Career Education Project
Cashmere, Washington

You have taken part in a presentation or workshop on career education. In order for us to evaluate the presentation or workshop, would you please react to the following statements by marking out the 1, 2, 3, 4, or 5 following each statement?

1—strongly agree
2—agree
3—undecided
4—disagree
5—strongly disagree

1. I can't get involved in career education without the support of the administrators and counselors in my school. 1 2 3 4 5
2. Representatives from business and industry can be valuable career education resource persons at **any** grade level. 1 2 3 4 5
3. This presentation or workshop has given me new insight into the concept of career education. 1 2 3 4 5
4. This presentation or workshop makes me confident I can design career education experiences for my students 1 2 3 4 5
5. I still think the whole idea will simply make more work for me. 1 2 3 4 5
6. Career education like many other educational thrusts, may be replaced at national and state levels by something else. 1 2 3 4 5
7. Career education may be OK but I can't see it working in my classes. 1 2 3 4 5
8. I didn't realize there was so much material available in the career education field. 1 2 3 4 5
9. Career education is a concept, career guidance is a service, and vocational education is a program. 1 2 3 4 5
10. Primary career consideration should be based on interest and aptitude rather than monetary return or the value placed on them by society. 1 2 3 4 5
11. Students who do well in academic subjects and plan to go to college need not be involved in career education activities. 1 2 3 4 5
12. This presentation or workshop was directed at a different grade level and/or subject area than mine. 1 2 3 4 5
13. I can use the materials presented without having to adapt them to my methods of teaching. 1 2 3 4 5
14. Career education is primarily concerned with occupations not requiring a college education. 1 2 3 4 5

Additional Bibliography

BIBLIOGRAPHY
INDEX

Bibliographic references (located in many of the far left hand columns throughout the book and in this special section at the end of the book) are organized in the following fashion:

- Introductory materials which discuss the basic career education concepts are listed on pages 3, 7, and 9.
- Titles of materials which focus on education in rural settings are listed on page 15 and on page 48, columns 1 and 2.
- Resources concerned with implementation of career education programs, including materials discussing workshops, in-service training sessions, and teacher developed curriculum materials, are listed on pages 17, 19, and 21.
- Materials which discuss career guidance and placement are listed on pages 31, 33, and on page 48, columns 2 and 3.
- Several books which discuss eliminating bias from instruction are listed on page 29.
- Resources relating to utilizing community resources are listed on pages 35 and 39.
- Bibliographic references referring to evaluation are on page 45.
- Commercial instructional materials are listed on pages 23, 25, 49, 50, and 51.
- Career education programs for special students are the topic for materials listed on page 48, column 3.
- Materials dealing with decision making are listed on page 49, column 1.
- Various miscellaneous references are listed on page 52.

RURAL EDUCATION—
PARTNERS FOR ACCOUNTABILITY
Marjorie B. White
ERIC/CRESS
National Educational Laboratory Publishing, Inc.
813 Airport Blvd.
Austin, Texas 78702

SMALL RURAL SCHOOLS CAN HAVE
ADEQUATE CURRICULUM
A Parent's Guide to Successful Programs
ERIC/CRESS
National Educational Laboratory Publishing, Inc.
813 Airport Blvd.
Austin, Texas 78702

FINANCING RURAL EDUCATION
ERIC/CRESS
National Educational Laboratory Publishing, Inc.
813 Airport Blvd.
Austin, Texas 78702

TRANSITIONAL CAREER PLACEMENT IN THE
RURAL SCHOOL
John D. Harts, Susan J. Kosmo, Jan L. Novack,
Doris C. Kreitlow, Wayne A. Hammerstrom
Wisconsin Vocational Studies Center
The University of Wisconsin
Madison, Wisconsin

RURAL AMERICA
Career Guidance Resources
A Handbook of Resource Abstracts K-14
Career guidance counseling, placement and
follow through program
Harry Drier and Karen Kimmel
Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

PLANNING AND IMPLEMENTATION
A coordinators guide to career guidance
program development
Valija Axelrod, Mary M. Korthage, Karin S. Whitson
The Center for Vocational Education
The Ohio State University
Columbus, Ohio

PLACEMENT AND FOLLOW-UP IN
CAREER EDUCATON
Lillian Buckingham and Arthur Lee
C. E. Monograph
Center for Occupational Education
North Carolina State University
Raleigh, North Carolina

FINDING YOUR FIRST JOB
Student workbook and teacher's guide
Carl McDaniels
Houghton Mifflin Company
One Beacon Street
Boston, Mass 02107

PROCEDURAL GUIDE TO SECONDARY
JOB PLACEMENT
IN THE STATE OF MAINE
Full Time - Part Time - Summer
Mt. Ararat School
Topsham, Maine 04086

LOOKING FOR A JOB
A student handbook
Richard H. Turner
Turner Career Guidance Series
Follett Publishing Company
Chicago, IL

A STEP-BY-STEP GUIDE TO JOB PLACEMENT
Susan F. Miller
Mt. Ararat School
Topsham, Main 04086

FINDING PART TIME JOBS
Guidance Series Booklet
S. Norman Feingold, Harold List
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

JOBS IN BUSINESS AND OFFICE
JOBS IN MARKETING AND DISTRIBUTION
JOBS IN RECREATION AND HOSPITALITY
JOBS IN FINE ARTS AND HUMANITIES
(Job Family Series)
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

CAREER EDUCATION
Peoria Public Schools
District #150
Peoria, Illinois

TEACHER'S HANDBOOK ON CAREER EDUCATION
FOR CHILDREN WITH SPECIAL NEEDS
Grades K-6
Larry Baily
Illinois Office of Education
100 North 1st St.
Springfield, Illinois 62777

CAREER EDUCATION:
DISADVANTAGED STUDENTS
George E. Leonard, Wendell G. Rayburn
ERIC Clearinghouse
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

CAREER EDUCATION: CURRICULUM MATERIALS
FOR THE DISADVANTAGED
David Maxwell, Alice Brown, David McCracken
ERIC Clearinghouse
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

CAREER DEVELOPMENT
SPECIAL EDUCATION
K-6 — developed by Eau Claire School System
Wisconsin Department of Public Instruction
126 Longdon Street
Madison, Wisconsin 53702

CAREER DEVELOPMENT
Grades 7-12
Wisconsin Department of Public Instruction
126 Longdon Street
Madison, Wisconsin 53702

MEDIA AND MATERIALS RESOURCES PROGRAM
National Center on Educational Media and
Materials for the Handicapped
220 West 12th Avenue
Columbus, Ohio 43210

CAREER EDUCATION FOR GIFTED AND
TALENTED STUDENTS
Edited by, Kenneth Hoyt and Jean R. Hebeler
Olympus Publishing Company
Salt Lake City, Utah

MAN: A CROSS CULTURAL APPROACH — SERIES I
Sound filmstrips
Grades 7-12
Educational Resource Division
Educational Design, Inc.
47 W. 13th St.
New York, N.Y. 10011

MAN: A CROSS CULTURAL APPROACH — SERIES II
Grades 7-12 — 8 sound filmstrips
Educational Resource Division
Educational Design, Inc.
47 W. 13th Street
New York, N.Y. 10011

MAN: A CROSS CULTURAL APPROACH — SERIES III
Grades 7-12 — 8 Sound filmstrips
Educational Resource Division
Educational Design, Inc.
47 W. 13th Street
New York N.Y. 10011

WORLD OF WORK SERIES — I ON THE JOB
Grades 9-12 — Twenty cassette taped lessons and student record books
Educational Resource Division
Educational Design, Inc.
47 W. 13th Street
New York, N.Y. 10011

WORLD OF WORK SERIES — II GETTING A JOB
Grades 9-12 — Twelve cassette taped lessons and student record books.
Educational Resource Division
Educational Design, Inc.
47 W. 13th Street New York, N.Y. 10011

CAREER GAMES LABORATORY
Grades 8-12
Kit contains 398 career cards, score pads, filmstrip, cassette, and teacher's guide.
Educational Progress
A Division of Educational Development Corp.
P.O. Box 45663
Tulsa, Oklahoma 74145

JOB EXPERIENCE KIT
Grades 6-9
Simulated work experience
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

FOCUS—STAGE I—AWARENESS
Elementary K-1
A kit for self development and classroom guidance program.
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

FOCUS—STAGE II—RESPONDING
Elementary 2-3
A kit for self development and classroom guidance program
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

FOCUS—STAGE III—INVOLVEMENT
Elementary 4-5
A kit for self development and classroom guidance program
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

CREATING YOUR FUTURE
Secondary
Education Achievement Corp.
P.O. Box 7310
Waco, Texas 76710

P.I.E.S. (PICTURE INTEREST EXPLORATION SURVEY)
Secondary
Education Achievement Corp.
P.O. Box 7310
Waco, Texas 76710

W.O.R.K. KIT (widening occupational roles kit)
Grades 7-12
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

KEYS (Career Exploration)
Grades 7-12
Ten sound filmstrips
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

VOCATIONAL DECISIONS
Grades 7-12
Sound filmstrip set
Singer
Society for Visual Ed., Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

JOB SURVIVAL SKILLS
Grades 7-12
Kit for developing personal and interpersonal employment skills.
Singer
Society for Visual Ed., Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

TARGO EXPLORES THE WORLD OF WORK
Primary
Set of six filmstrips
Singer
Society for Visual Ed., Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

WORLD OF WORK ADVENTURES OF THE LOLLIPOP DRAGON
Primary
Set of six filmstrips
Singer
Society for Visual Ed., Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

EXPLORING CAREERS—Group 6
Upper Intermediate—Junior High
Set of six filmstrips
Singer
Society for Visual Ed., Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

NOW YOU KNOW ABOUT PEOPLE AT WORK
Grades 1-3
Five books with correlated cassettes/records
Encyclopaedia Britannica
Educational Corp.
Reference Division
425 N. Michigan Ave.
Chicago, IL 60611

CAREER EDUCATION PROGRAM
Volumes I, II, III
Grades K-12
Houghton Mifflin, Company
Boston, Mass

CHILDREN'S DICTIONARY OF OCCUPATIONS
William Hopke, Barbara Parramore
Careers Futures, Inc.
Philadelphia, Penn 19103

WORLD OF WORK SERIES — III
JOB COMMUNICATION SKILLS
Grades 9-12 — Fifteen cassette taped lessons with transparencies and student record books
Educational Resource Division
Educational Design, Inc.
47 W. 13th Street
New York, N.Y. 10011

INTRODUCTION TO COMMUNICATION CAREERS
Student Activity Manual
Grades 7-12
McKnight Introductory Career Series
McKnight Publishing Company
Box 2854 - dept. 3
Bloomington, IL 61701

WORLD OF CONSTRUCTION
(Industrial Arts Curriculum Project)
Grades 7-12
McKnight Publishing Compnay
Box 2854 - Dpet. 3
Bloomingotn, IL 61701

WORLD OF MANUFACTURING
(Industrial Arts Curriculum Project)
Grades 7-12
McKnight Publishing Company
Box 2854 - Dept. 3
Bloomington, IL 61701

PERSONAL READING MODULES
Grades 7-12
Titles:
- How To Get and Hold a Job
- How to Read a Map
- Making and Keeping Friends
- I Can Get A Job
- Consumer Laws
- Earning Money Now
- The Consumer and the Metric System
- Self-Concept and Work
- You Can Succeed
- Financing A Car
- Buying a Used Car
- Reading Ads
- Reaching the Age of Responsibility
- Consumerism
- Interest
- You and the Law
- What You Should Know About Insurance
- Comparative Shopping
- Nutrition

Relevant Productions, Inc.
319 Gulf Blvd.
P.O. Box 68
Indian Rocks Beach, Florida 33535

CAREER DEVELOPMENT LABORATORY
Grades 8-12
Kit contains 60 taped interviews, survey forms, teacher's guide, and poster.
Educational Progress
A Division of Educational Development Corp.
P.O. Box 45663
Tulsa, Oklahome 74145

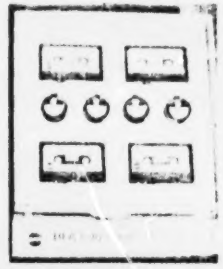
LIVELIHOODS: CAREERS FOR YOUR LIFESTYLE
Grades 8-12
15 filmstrips with cassettes representing the 15 occupational clusters.
Houghton Mifflin Company
One Beacon Street
Boston, Mass. 02107

PLANNING A CAREER
Grades 4-6
Individualized cassette learning package
Media Materials, Ind.
2936 Remington Ave.
Baltimore, Maryland 21211

WORKERS WE KNOW — LEVEL B
Elementary
Programmed work awareness kit
Chronical Guidance
Publications, Inc.
Moravia, New York 13118

CURRICULUM CAREERING
A career education gamebook
Elementary Grades
Ira Bank, Ph.D
Chronicle Guidance Publishing, Inc.
Moravia, New York 13118

WORKING
Elementary — Set of 4 filmstrips
BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90402



ELEMENTARY ECONOMICS:
CHOICES AND VALUES
Elementary — Set of 6 filmstrips
BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

CAREER SERIES
K-12 — six sample 8mm filmloops
BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90402

THE AWARENESS SERIES
Grades 9-12
Title:
- Success Core
- Careereach
- Job Search, Seizure, Survival
- College Survival
- Decision Making

Vision Publishing
130 North Wells Street
Chicago, Illinois 60606

MY CAREER WORKBOOK
Grade 1
Careers Futures, Inc.
Philadelphia, Penn 19103

SELF APPRAISAL FOR DECISION MAKING AND CAREER PLANNING
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

YOU CAN DECIDE
Developmental Level K-3
Edna E. Bernhardt
Instructional Materials Laboratory
8 Industrial Education Building
University of Missouri
Columbia, Missouri 65201

CITIZENSHIP DECISION MAKING
Grades 4-6
Instructional materials
Citizenship Development Project
Mershon Center
Ohio State University
199 W. 10th Avenue
Columbus, Ohio 43201

DECISION AND OUTCOMES
Grades 9-12
Student workbook
College Entrance Examination Board
New York, New York

DECIDING
Grades 7-9
Student workbook
College Entrance Examination Board
New York, New York

PLANNING AHEAD FOR CAREER CHOICE
Dorothy J. Jackson
A career decision making mini course for high school students
Instruction Materials Service
19 Stone Hall
Cornell University
Itaca, New York 14850

DECISION MAKING
Introductory Level
A career education learning package
Benson, Carlson, Larsen Publishers
2029 Palace Avenue
St. Paul, Minnesota

K.N.O.W. (Knowledge Needed to Obtain Work)
Grades 7-12
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

CAREERS IN FOCUS SERIES
Exploring Occupations in Engineering and Manufacturing
Exploring Occupations in Agri-Business and Natural Resources
Exploring Marketing Occupations
Exploring Health Occupations
Exploring Transportation Occupations
Exploring Occupations in Science, Fine Arts, and Humanities
Exploring Occupations in Communication and Graphic Arts
Exploring Occupations in Electricity and Electronics
Exploring Business and Office Occupations
Exploring Occupations in Public and Social Services
Exploring Occupations in Personal Services, Hospitality, and Recreation
Exploring Occupations in Food Service and Home Economics
Exploring Construction Occupations
Discovering You
Gregg Division
McGraw-Hill Book Company
Del Monte Research Park
Monterey, California 93940

INTRODUCTION TO MANUFACTURING CAREERS
Student Activity Manual
Grades 7-12
McKnight Introductory Career Series
McKnight Publishing Company
Box 2854 - Dept. 3
Bloomington, IL 61701

INTRODUCTION TO HEALTH CAREERS
Student Activity Manual
Grades 7-12-
McKnight Introductory Career Series
McKnight Publishing Company
Box 2854 - Dept. 3
Bloomington, IL 61701

ME AND JOBS
Student Workbook
Dennis Hooker, Almut Fleming
Educational Design, Inc.
47 West 13th St.
New York, New York 10011

WORLD OF WORKERS
A career education gamebook of poems, pictures and puzzles.
Elementary
Chronicle Guidance Publishing, Inc.
Moravia, New York 13118

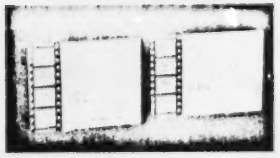
PROJECT GROW
K-12
Gaining the realities of work through career education activities
The Career Education Center
Florida State University
Florida Department of Education
Tallahassee, Florida 32304

CAREER INSIGHTS AND SELF AWARENESS GAMES
Intermediate
Series of six group games
Houghton Mifflin Compnay
One Beacon Street
Boston, Mass, 02107

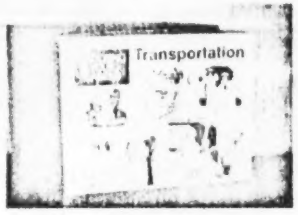
CAREERS: A SUPPLEMENTAL READING PROGRAM—LEVEL C
Grades 4, 5, and 6
Harcourt Brace Jovanovich
757 Third Ave.
New York, N.Y. 10017

EDUCATION: WHO NEEDS IT?
Elementary
Two sound filmstrip sets (8) with accompanying duplicating master activity book.
Career Futures, Inc.
2100 Locust Street
Philadelphia, Pennsylvania 19103

CAREER FLASHCARDS
Elementary—Flashcards
Career Futures, Inc.
2100 Locust Street
Philadelphia, Pennsylvania 19103



CHOOSING YOUR CAREER
7-12
Examination packets—health, environmental control, transportation, construction, business and office, and communication and media.
United Feature Syndicate, Inc.
A United Feature Syndicate/
Mercer Enterprises Production
137 Rowayton Ave.
Rowayton, Conn. 06853



LEARNING TO LIVE WITH OTHERS
Grades K-3
Sound filmstrip set
Singer Society for Visual Ed, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

COMMUNITY WORKERS AND HELPERS
Elementary
Sound filmstrip set
Singer
Society for Visual Ed, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

FINDING AND GETTING A JOB
Grades 7-12
Sound filmstrip set
Singer
Society for Visual Ed, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

CAREER SURVIVAL SKILLS KIT—FOCUS ON AFFECTIVE CAREER EDUCATION (8 parts)
Grades 4-12
Charles Merrill Publishing Company
A Bell and Howell Company
1300 Alum Creek Drive
Columbus, Ohio 43216

EXPLORING CAREERS
Activity Manual
Educational Design, Inc.
47 West 13th Street
New York, New York 10011

SEVEN STEPS TO FINDING YOUR PLACE IN THE WORLD OF WORK
Irving Ersen, Ed.D.
B'hai B'rith Vocational Service
1640 Rhode Island Ave. N.W.
Washington, D.C. 20036

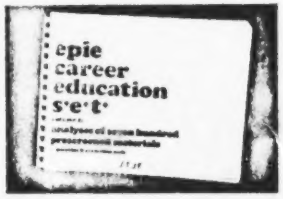
WRITING A CAREER JOURNAL
Experience-based career education
Northwest Regional Educational Laboratory
720 S.W. 2nd
Portland, Oregon 97204

ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE
Volumes I and II
J. G. Ferguson Publishing Co.
Chicago, Il

CONCISE HANDBOOK OF OCCUPATIONS
What You Should Know Before Choosing a Career
J. G. Ferguson Publishing Co.
Chicago, IL.

EPIE CAREER EDUCATION SELECTION AND EVALUATION TOOLS
How To Select and Evaluate Instructional Materials
EPIE Institute
463 West Street
New York, New York 10014

EPIE CAREER EDUCATION SELECTION AND EVALUATON TOOLS
Analysis of 700 Prescreened Materials
EPIE Instiute
463 West Street
New York, New York 10014

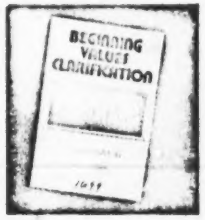


WORKING IN U.S. COMMUNITIES
Grades K-6
Sound filmstrip set
Singer
Society for Visual Ed., Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

JOB OPPORTUNITIES NOW
Grades 7-12
Sound filmstrip set
Singer
Society for Visual Ed., Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

PROJECT DISCOVERY
Junior High
A "hands on" packaged system of career exploration activities
Phi Delta Kappa
Eighth and Union Streets
Bloomington, Indiana 47401

BEGINNING VALUES CLARIFICATION
Strategies for the Classroom
Sidney B. Simon, Jay Clark
Pennant Press
San Diego, California 92120



KUDER OCCUPATIONAL INTEREST SURVEY
High School
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

KUDER GENERAL INTEREST SURVEY
Grades 6-12
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

A STUDY OF ELEMENTARY AND SECONDARY CAREER EDUCATION IN LINCOLN COUNTY
LeVene A. Olson, Ed. D.
Department of Occupational and Adult Education
Marshall University
Huntington, West Virginia

A SYSTEMATIC APPROACH TO EVALUATING CAREER EDUCATION MATERIALS AT THE LOCAL LEVEL
Prepared by Peat, Marwick, Mitchell and Company
Office of Career Education
United States Office of Education

REAL WORLD
A Look Ahead At Life and Work
A career-oriented newspaper for students.
Published nine times a year, an objective look at the real world of life and work after high school.
King Features, Education Division
Dept. 1229
235 East 45th Street
New York, NY 10017

Index

ACTVITY IDEAS
- Comparing careers in different political structures, 24.
- Comparing careers in different parts of the United States, 24.
- Comparing urban and rural areas, 21.
- Developing decision making skills, 24.
- Guidance oriented, 32.
- Placement oriented, 33.
- Relating careers to math skills, 24.
- Role playing, 16.
- Simulation as a technique, 24.
- Using the environment, 13.

ADMINISTRATORS
- Gaining support from, 17.
- The role of, 17, 32-33.

ADVISORY GROUPS
- Forming of, 34-35.
- Procedure for selection of members, 34.
- Reasons for forming, 34.
- Role of, 35.
- Suggested agenda for orientation meeting, 35.

AGRI-BUSINESS & NATURAL RESOURCES OCCUPATIONS
- Explanation of, 22.

APPRECIATIONS AND ATTITUDES
- One of eight elements, 3.
- Definition, 3.
- K-12 goal statements, 3.

ASSESSMENT TOOLS
- Business & Industry opinion survey, 46.
- Parent opinion survey, 46.
- Pre-test/post-test format, 44.
- Teacher assessment, 46.
- To evaluate current status, 18.

AWARENESS PHASE
- Of career education, 8.

BEGINNING COMPETENCY
- One of eight elements, 9.
- Definition, 9.
- K-12 goal statements, 9.

BIAS IN INSTRUCTION
- "How Sexist Am I As A Teacher?", 29.
- Recognizing and eliminating, 29.

BULLETIN BOARDS
- Ideas, 19, 20, 23, 24.

BUSINESS & OFFICE OCCUPATIONS
- Explanation of, 22.

CAREER AWARENESS
- One of eight elements, 7.
- Definition, 7.
- K-12 goal statements, 7.

CAREER CLUSTERS
- The 15 U.S.O.E. categories, 22.

CAREER EDUCATION
- Activity ideas, 13, 16, 21, 24, 32, 33.
- Administrative support as first step in implementation of, 18.
- Administrator's role in, 32-33.
- Advisory group formation as element of, 34-35.
- Bulletin board ideas, 19, 20, 23, 24.
- Career guidance in rural schools, 31.
- Community involvement as element of, 34-42.
- Curriculum development, 16-28.
- Eight elements of, 2-11.
- Evaluation, 18, 43-47.
- Explanation of concept, 2.
- Guidance staff role in, 31-32.

- History of Cashmere School District approach to implementation of, 16-18.
- Implementation tips for educators, 17.
- Instructional media specialist's role in, 30-31.
- In rural settings, 12-15.
- Materials,
  - Bias in, 29.
  - Sample form for cataloguing, 30.
- Models of, 10.
- Occupational clusters as part of overall concept, 22.
- Orientation of teachers to concepts, 19.
- Parent involvement in, 38-40.

Phases of development, 8.
- Planning training sessions, 20.
- Public relations as an element of, 39-40.
- Resource people and places as teaching tools, 35-38.
- Results of infusion, 27.
- Role playing, 16.
- Sample career education curriculum, The curriculum writing process, 23-28.
- School board statement of support, 12.
- Verbs useful in writing curriculum, 26.
- Workshops, designing content, 21-23.

COMMUNICATION AND MEDIA OCCUPATIONS
- Explanation of, 22.

COMMUNITY INVOLVEMENT
- Advisory group formation as element of, 34-35.
- Community resources as teaching tools,
  - In-school activities, 36-37.
  - Workplace activities, 37-38.
- Parents as elements of, 38-40.
- Public relations as an element of, 39-40.
- Sample business survey, 38.
- Sample letter to prospective resource person or place, 37.
- Sample questionnaire, 39.
- Tips for finding resource people, 36.

CONSTRUCTION OCCUPATIONS
- Explanation of, 22.

CONSUMER AND HOMEMAKING-RELATED OCCUPATIONS
- Explanation of, 22.

COUNSELORS
- The role of, 17, 31-32.

CURRICULUM DEVELOPMENT
- Importance of teacher involvement in, 19.
- Stages of,
  - Designing workshop content, 21.
  - Orientation, 19.
  - Planning training sessions, 20.
  - Sample curriculum writing formats, 27-28.
  - Tips for writing curriculum, 23.

DECENTRALIZATION
- As a means of administering career education in geographically large school systems, 14.

DECISION MAKING
- One of eight elements, 8.
- Definition of, 8.
- K-12 goal statements, 8.

DEVELOPMENTAL PHASE
- Of career education, 8.

ECONOMIC AWARENESS
- One of eight elements, 7.
- Definition of, 7.
- K-12 goal statements, 7.

EDUCATION
Contemporary criticisms of, 4.
EDUCATIONAL AWARENESS
One of eight elements, 6.
Definition of, 6.
K-12 goal statement, 6.
EDUCATIONAL DECLINE
Evidence of, 2.
EIGHT ELEMENTS
Appreciations and Attitudes, 3.
Beginning Competency, 9.
Career Awareness, 7.
Decision Making, 5.
Economic Awareness, 8.
Educational Awareness, 6.
Employability Skills, 10.
Flexibility of using eight element approach, 11.
Self-awareness, 4.
EMPLOYABILITY SKILLS
One of eight elements, 10.
Definition of, 10.
K-12 goal statements, 10.
ENVIRONMENT
How to use as a teaching tool in a rural setting, 13.
ENVIRONMENTAL CONTROL OCCUPATIONS
Explanation of, 22.
EVALUATION
Areas which need to be evaluated, 43-44.
Learner outcomes of career education, 45.
Of student learning, 43-44.
Defining student objectives, 43.
Problems with evaluation, 45-46.
Sample evaluation tools, 18, 44, 46.
EXPLORATION PHASE
Of career education, 8.
FIELD TRIPS
Discussion of, 38.
Sample student worksheets, 38, 40.
FINE ARTS AND HUMANITIES OCCUPATIONS
Explanation of, 22.
GUIDANCE
Activities, 32.
Advisor/Advisee activity, 32.
Description of career guidance concept, 31.
In rural schools, 32.
Involving faculty in, 32.
Placement, 32.
HANDS-ON EXPERIENCES
Description of, 38.
Sample student worksheet, 42.
HEALTH OCCUPATIONS
Explanation of, 22.
HOSPITALITY & RECREATION OCCUPATIONS
Explanation of, 22.
INFUSION
Explanation of, 2.
Flexibility of, 2, 11.
Results of, 27.
IN-SERVICE
Designing in-service workshop content
Infusion activity, 21-22.
Possible topics, 21.
Sample curriculum formats, 25-26.
INSTRUCTIONAL MEDIA SPECIALIST
Role of, 30-31.
JOB SHADOWING
Description of, 38.
LEARNER OUTCOMES FOR CAREER EDUCATION
The 9 U.S.O.E. outcomes, 45.
LEISURE TIME
Discussion of, 39.
MANUFACTURING OCCUPATIONS
Explanation of, 22.
MARINE & SCIENCE OCCUPATIONS
Explanation of, 22.

MARKETING & DISTRIBUTION OCCUPATIONS
Explanation of, 22.
MODELS
Of career education, 10.
ORIENTATION PHASE
Of career educaton, 8.
ORIENTATION
Introducing educators to the career education concept, 19.
PARENTS
Involvement in career education, 38-40.
Parent opinion survey, 46.
Tips for parents, 40.
PERSONAL SERVICES OCCUPATIONS
Explanation of, 22.
PLACEMENT
As part of a career education program, 32.
Activity idea, 33.
"POOR SCHOLARS SOLILOQUY"
By Stephen M. Corey, 11.
PREPARATION PHASE
Of career education, 8.
PUBLIC SERVICES OCCUPATIONS
Explanation of, 22.
PUBLIC RELATIONS
As an element of a successful career education program, 39-40.
RESOURCE PEOPLE & PLACES
Preparing resource people, 37.
Outline for infomation sheet, 37.
Recruiting resource people & places, 36-37.
Sample business survey, 38.
Sample letter to prospective resource person or place, 37.
Sample questionnaire, 39.
ROLE PLAYING
Explanation of, 16.
RURAL COMMUNITIES
Advantages of, 12, 13, 15.
Career guidance in, 31.
Disadvantages of, 13-15.
Geographical size as a problem in rural school systems, 14.
Need for career educaton in rural areas, 15.
SAMPLE MATERIALS
Assessment tool to evaluate career education programs, 18.
Business & Industry opinion survey, 46.
Business survey, 38.
Business questionnaire, 39.
Classification scheme for catagloguing materials, 30.
Curriculum formats, 27-28.
Letter to prospective resource person or place, 37.
Parent opinion survey, 46.
Pre-test/post-test format, 44.
Student worksheet, 42.
Teacher assessment, 46.
SELF—AWARENESS
One of eight elements, 4.
Definition, 4.
K-12 goal statements, 4.
SCHOOL BOARD
Sample statement of support, 12.
STEREOTYPING IN INSTRUCTION
Recognizing and eliminating, 29.
STUDENT CONDUCTED INTERVIEWS
Discussion of, 38.
Sample student worksheet, 42.
TEACHERS
The role of, 17.
TRANSPORTATION OCCUPATIONS
Explanation of, 22.
UNPAID WORK
Discussion of, 38.
VERBS
Useful in writing curriculum objectives, 26.
VOCATIONAL EDUCATION
Versus career education, 2.
WORK EXPERIENCE
Discussion of, 38.
WORKSHOPS
Designing workshop content
Infusion activity, 21-22.
Possible topics, 21.
Orientation to career education concepts, 19.
Planning career education workshops, 20.
Pre-workshop checklist, 20.
Sample curriculum formats, 27-28.
WORK
Definition of, 38.

This publication received financial assistance from the Department of Health, Education, and Welfare and was, therefore, produced in compliance with Title VI and Title IX.

Title VI of the Civil Rights Act of 1964 states:
"No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Title IX of the Education Amendment of 1972 states:
"No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."